



## Religious Education Policy

### RE Vision

**At Allerton CE Primary school we aim for pupils to have a core understanding of different religions that make up our local society and the wider world. At the heart of this, children develop: core knowledge through an enquiry-led curriculum, the skills to reflect on key questions, make links and allow children to connect with individual and societal concerns.... and embrace controversy and complexity through reasoned argument. We are a multi-faith school and offer a rich and varied curriculum to reflect this whilst maintaining our distinct Christian character.**

### Rationale

At Allerton C of E Primary School, Religious Education is taught in accordance with the Leeds Agreed Syllabus and reflects the distinctive and inclusive ethos of our Anglican foundation. Religious Education is a core component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. The purpose of religious education is to enable children to learn about religions and to learn from religion. 'Understanding Christianity' is a resource used in school in addition to the Leeds Agreed Syllabus to provide an enhanced RE curriculum for the teaching of Christianity.

### Aims of Religious Education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and non-religious views found in Britain;
- develop an understanding of what it means to be committed to a Faith;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of Faiths and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other people's views and to celebrate the diversity in society.

### Religious education in a church school context

In recognition of our distinctive context, religious education has a high profile, we emphasise:

- a wide range of Christian resources including artefacts,
- a close link with the local church family (including different denominations of the Christian faith),
- a Christian ethos which permeates the whole curriculum, but finds particular emphasis in this subject, using Understanding Christianity as a resource,
- the Christian foundation of the school.

### The Legal Position of RE

The religious education curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. It also promotes education for citizenship/ SMSC/ PSHE. Our school RE curriculum is based on the Leeds Agreed Syllabus 2019-2024 and it meets all the requirements set out in these documents. The

Education Reform Act 1988 (ERA) states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. This does not include Collective Worship time as this is a separate requirement.

Children spend 20% of the curriculum looking at RE.

### **Withdrawal from RE**

*RE is provided for all pupils, and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE: if you wish to do this, please make an appointment with the head teacher. The school does not support selective withdrawal from RE.*

## **The Statement of intent**

To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:

### **A. Investigate the beliefs and practices of religions and other world views, including:**

1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

### **B. Investigate how religions and other world views address questions of meaning, purpose and value, including:**

1. The nature of religion and belief and its key concepts;
2. Ultimate Questions of belonging, meaning, purpose and truth.

### **C. Investigate how religions and other world views influence morality, identity and diversity, including:**

1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

## **Planning**

Planning is in line with the Leeds Agreed Syllabus 2019-24. All year groups follow and adapt the MTP's for their class from the RE Resources Hub (Kirklees) and use the Understanding Christianity resource to support the teaching of Christianity.

To fulfil these aims, each unit of teaching and learning should be focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage with the profound issues and contemporary questions that face our communities now and in the future.

The curriculum will include systematic teaching of Christianity, Islam and a non-religious approach (e.g. humanism) throughout all key stages, extending to Judaism and Sikhism in KS2.

Understanding Christianity is a resource that is used to deepen children’s understanding of Christianity. Teaching is explored across three strands including: making sense of the text, making connections and understanding the impact.

## The statement of implementation

### Learning and Teaching

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, philosophy, discussion, the development of critical thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

ICT is a large part of our curriculum, with children using iPads, digital cameras and making films using the video cameras or iPads.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities to the school. We actively encourage parents or relatives of the pupils to come in to school to share their faith with pupils.

### Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>School Christian Values</b>	Belonging Kindness Joy	Love Peace Hope	Thankfulness Democracy Forgiveness	Self-control Faithfulness	Service Forbearance Gentleness	Humility Endurance Change
<b>EYFS (Explore festivals throughout yr- themed days from faiths/cultures)</b>	UC F.1 Why is the word of God so important?  (Christianity)  Navaratri	UC F.2: Why do Christians perform nativity plays? <b>Church Visit</b>  (Christianity)  Diwali Hanukkah	LAS Where do we live and who lives there? (OWF's in your class- focus on faiths in our community) OWF Christianity and Islam  <b>Invite OWF in to class-parents?</b> Chinese New Year	UC F.3 Why do Christians put a cross in an Easter garden?  (Christianity)  Easter	LAS How are special times celebrated?  (Thematic: Christianity, Islam, Hinduism, Sikhism.)	LAS What can we see in our wonderful world?  (Christianity)  Eid al-Fitr day)
<b>Y1</b>	UC 1.1 What do Christians	UC 1.2 Who made the	UC 1.3 Why does Christmas	LAS: How is new life welcomed?	LAS <u>What does it mean to belong to a church or mosque?</u> <b>Leeds</b>	LAS Which books and stories are special?

	believe God is like? (Christianity)	World? CORE (Christianity)	matter to Christians? (Christianity)	(Thematic-Christianity, Islam, No-religious faith)	<b>Grand Mosque visit</b> (Christianity & OWF Islam)	(Thematic : Christianity/ Islam extended to Sikhism & Judaism)
<b>Y2</b>	LAS How and Why do people pray?  (OWF: Islam, Christianity)	LAS How can we make good choices?  (Thematic- Islam, Christianity, non-religious approaches)	UC 1.4 What is the Good News Jesus brings?  (Christianity)	UC 1.5 Why does Easter matter to Christians?  <b>Church visit / visitor</b>  (Christianity)	UC 1.2 Who made the World? digging deeper  (Christianity)	LAS <u>How can we look after the planet?</u>  (Thematic - Islam, Christianity, non-religious approaches)
<b>Y3</b>	UC 2A.1 What do Christians learn from the creation story? (Christianity)	UC 2A.2 What is it like to follow God? (Core)  (Christianity)	UC 2A.3 What is the trinity? (Core)  (Christianity)	LAS What is Spirituality and how do people experience this? (Thematic:Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches,)	LAS Who can inspire us?  (Thematic:Christianity, Islam, Judaism and non-religious.)	LAS How do Jews remember God's covenant with Abraham and Moses? <b>Synagogue Trip</b> (OWF: Judaism)
<b>Y4</b>	UC 2A.4 Core What kind of a world did Jesus want?  (Christianity)	LAS How do the Five pillars guide Muslims?  (OWF: Islam)	LAS Why are Gurus at the heart of Sikh belief and practice?  <b>Gudwara visit/ visitor to class</b>  (OWF: Sikhism)	UC 2A.5 Why do Christians call the day Jesus died 'Good Friday'?  (Christianity)	UC 2A. 6 When Jesus left, what was the impact of Pentecost?  (Christianity)	LAS What faiths are shared in our community?  (thematic: Christianity, Judaism, Islam and Sikhism, as well as non-religious)

						approaches)
Y5	<p>LAS <u>Why are some journeys and places special?</u></p> <p>(Thematic: Islam, Christianity, Judaism, Sikhism incl. non-religious perspectives)</p>	<p>UC 2B.1 What does it mean if God is holy and loving?</p> <p>(Christianity)</p>	<p>UC 2B.2 Creation and science: conflicting or complementary?</p> <p>(Christianity)</p>	<p>UC 2B.3 How can following God bring freedom and justice?</p> <p>(Christianity)</p>	<p>UC 2B.4 Was Jesus the Messiah</p> <p>(Christianity)</p>	<p>LAS How do Sikh's show commitment?</p> <p>Gudwara visit</p> <p>(OWF: Sikhism)</p>
Y6	<p>LAS How does growing up bring responsibilities?</p> <p>(Thematic: These include Christianity, Judaism and Sikhism incl. non-religious perspectives)</p>	<p>UC: 2B.5 What would Jesus do?</p> <p>(Christianity)</p>	<p>LAS: How do Jews remember the Kings and Prophets in worship and Life?</p> <p>Synagogue Trip/ visitor to class</p> <p>(OWF: Judaism)</p>	<p>UC 2B.6 What did Jesus do to save human beings?</p> <p>(Christianity)</p>	<p>UC 2B.7 What difference does the resurrection make to Christians?</p> <p>(Christianity)</p>	<p>UC 2B.8 What kind of king is Jesus?</p> <p>(Christianity)</p>

## The statement of impact

'Assessment for Learning' strategies are used throughout lessons and opportunities are given for children to self-evaluate and plan for improvements.

It is expected that each teacher will be responsible for the regular assessment of their pupils through marking work set and formative assessment. Three times a year each pupil will complete an agreed key assessment task that will form part of his or her work done in RE. The class teacher will record the level or STEP achieved by each pupil. The level/STEP achieved will be used by the co-ordinator to track pupil progress through the school and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

The co-ordinator will monitor RE within the school through analysis of this assessment data and use of pupil discussions. Pupil discussions will form the part of a whole school evidence trail on agreed questions. The efficacy of teachers' assessment data is monitored and moderated to ensure accuracy.

## Foundation Stage

We teach religious education to all children in the school, including those in the reception class. In reception classes, religious education is an integral part of the work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

### Leeds Agreed Syllabus End of Key Stage One and Two Statements:

End of Key Stage statements are adapted from the *RE Curriculum Framework 2013*. These have been formatted to indicate clearly the progression of **skills** (**emboldened and underlined**) and main areas of **content** (**emboldened in italics**). In this table the statements are organised on to a single page for each key stage.

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS1</b>	<p><b>Beliefs and authority</b>  <u>Retell and suggest meanings</u> for some religious and moral stories, exploring and discussing <i>sacred writings and traditions</i> and recognising the traditions from which they come.</p> <p><b>Worship and Spirituality</b>  <u>Recall and name</u> different beliefs and practices, including <i>festivals, worship, rituals and ways of life</i>, in order to find out about the meanings behind them.  <u>Recognise</u> some different ways that people <i>express beliefs and values</i>, <u>appreciating some similarities</u> between communities.</p>	<p><b>The Nature of Religion and Belief</b>  <u>Notice and respond sensitively</u> to some <i>similarities between different religions and other world views</i> in their approach to questions of beliefs and meaning.</p> <p><b>Ultimate Questions</b>  <u>Explore questions about belonging, meaning and truth</u> so that they can <u>express their own ideas</u> and opinions in response using words, music, art or poetry.</p>	<p><b>Moral decisions</b>  <u>Find out about questions of right and wrong</u> and <u>begin to express their ideas</u> and opinions in response.</p> <p><b>Identity and Diversity</b>  <u>Find out about and respond</u> with ideas and <i>examples of co-operation</i> between people who are different.</p>

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS2</b>	<p><b>Beliefs and authority</b> <u>Describe and understand</u> links between stories and other aspects of the communities they are investigating, <u>responding thoughtfully</u> to a range of <i>sources and traditions</i> and to <i>beliefs and teachings</i> that arise from them in different communities.</p> <p><b>Worship and Spirituality</b> <u>Describe and make connections</u> between different features of the religions and other world views they study, discovering more about <i>celebrations, worship, pilgrimages and the rituals</i> which mark important points in life, in order to <u>reflect on their significance</u>. <u>Explore and describe</u> a range of <i>worship and expressions of spirituality</i> so that they can understand different ways of expressing meaning.</p>	<p><b>The Nature of Religion and Belief</b> <u>Observe and understand</u> varied <i>examples of religions and other world views</i> so that they can <u>explain, with reasons</u>, their meanings and significance.</p> <p><b>Ultimate Questions</b> <u>Discuss and present thoughtfully</u> their own and others' views on <i>challenging questions about belonging, meaning, purpose and truth</i>, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p><b>Moral decisions</b> <u>Discuss and apply</u> how <i>beliefs and values may affect choices</i>, ideas about <i>what is right and wrong and what is just and fair</i>, <u>reflecting on their own answers</u> to these questions.</p> <p><b>Identity and Diversity</b> <u>Consider and apply ideas</u> about ways in which <i>diverse communities can live together</i> for the well-being of all, <u>responding thoughtfully</u> to ideas about community, values and respect.</p>

## The legal position of religious education:

February 2020

This Policy has been drawn up and written by the RE subject co-ordinator and the SIAMS team. The policy has been formulated through consultation with pupils through the School Council, with parents through PTA and newsletters and staff through staff meetings. The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff.

This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

Drafted by: Alison Mason and David Moore

Date: Annually