



Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire. SN14 6DQ			
Name of Policy	Religious Education Policy		
Last Reviewed	January 2018	Reviewed by	P&S
Approved by	FGB	Owned by	P&S
Next review	January 2020		

Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Stanton St Quintin Primary School, we develop the children’s knowledge and understanding of the major faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of divine spirit. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn about religions whilst respecting their own faiths and beliefs.

Our aims

Our aims in the teaching of RE are:

- To foster the development of positive attitudes in order to encourage pupils to see themselves as an equal, valued and valid part of the school and the community;
- To awaken and develop an awareness of the spiritual side of life and that this is equally important as the physical and intellectual sides;
- To know and understand the beliefs of others and respect their right to believe and to understand how religious beliefs and practices affect people’s lives;
- To discover the significance of commitment to a personal faith and to understand that a religious faith helps some people in considering and coming to terms with basic human questions;
- To examine the questions relating to human existence and purpose;
- To become responsible for one’s own behaviour and to develop a willingness to act according to moral rules and to regulate behaviour for the good of another individual or the group;
- To develop a willingness to see that others have a right to a point of view.

Our objectives

Our objectives in the teaching of RE are:

- To study the festivals and ceremonies, traditions and rituals that mark the stages of life;
- To link basic religious concepts to practices of everyday living and to examine the roles of family life in religion;
- To appreciate the similarities and differences between religions and to enrich their understanding of religious vocabulary;
- To respond imaginatively to religious ideas and consider the different ways in which individuals may come to a personal faith and commitment;
- To study the beliefs, instructions and organisations of particular faiths;
- To be sensitive to the feelings, beliefs and actions of others and to explore the ideas that caring should come before personal interests;
- To help children explore the awe, wonder and joy of life in all its forms, particularly new life and growth;
- To help children with experiences of encountering change such as death, suffering, inequality and conflict;
- To examine ideas of right and wrong and to discover the importance of silence and reflection;
- To distinguish between religious and other forms of understanding, for example, scientific, historical;
- To reflect on their own experiences and to develop a sense of religious understanding;

- To appreciate the value of their own personal faith/beliefs and have confidence to be able to discuss them with others.

The legal position of religious education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. RE is part of the basic curriculum. It is taught in accordance with the Wiltshire Agreed Syllabus (Reviewed 2011) with support from Understanding Christianity. It makes contributions to the spiritual, moral, social and cultural development. RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.

Parents who wish to withdraw their children, because of personal choice or religious affiliations are permitted to do so, once they have made a formal written request to the school, and this has been agreed by the head teacher and governors. A record of withdrawals is kept by the RE coordinator.

Teaching and learning style

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Eid etc. to develop their religious thinking.

We recognise that in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Sometimes grouping children by ability in the room (depending on the task), and setting different tasks for each ability group;
- Providing resources of different complexity, depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

RE can be taught through:

- Role play and drama;
- Story telling;
- Discussion and debate;
- Topic work;
- Reflection;
- Use of visitors or visits;
- Use of local community;
- Tapes, films and videos.

Curriculum planning in religious education

RE is a part of the whole school curriculum, linking into the creative curriculum. The Wiltshire Agreed Syllabus units and Understanding Christianity units are used to inform the planning which outlines the key questions/ concepts

covered each term during each Key Stage and by each year group. The borough units are used as a basis upon which the RE overview was devised.

At the Foundation Stage RE is not taught as a distinct curriculum area. However, many of the early learning goals lead into the two RE attainment targets. Specific ways of linking the early learning goals are shown in the support units. These are in the Wiltshire Agreed syllabus units for reception to adapt and use.

At Key Stage 1 and 2 there is a systematic study of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism). There is opportunity for smaller religions to be studied as well as atheist and agnostic points of view within any of the units. The units highlight opportunities to learn outside the classroom as well creatively through the arts, and scheme of work has RE skill sets that children should acquire across their time at school. RE is taught once a week across all ages at Stanton St Quintin Primary School.

Religious education and inclusion

In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an Additional Language (EAL), children with Specific Special Educational Needs and the Gifted and Talented pupils.

Assessment for learning

Children demonstrate their ability in religious education in a variety of different ways. Younger children in Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a 'question and answer' style report on what it may be like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

A system of assessment will be developed in line with the school system of assessment – this is ongoing and in development.

The RE subject leader keeps samples of children's work in the R.E subject file. These demonstrate coverage and quality.

Resources

There are sufficient resources for all religious education teaching units in the school and additional resources can be requested by class teachers from Wiltshire Learning Resources.

Monitoring and review

The coordination and planning of the religious education curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in religious education and by providing a strategic lead and direction for this subject;

The quality of teaching and learning in religious education is monitored and evaluated by the Subject leader as part of the school's agreed cycle of monitoring and evaluating.

This policy will be reviewed at least every two years.

Appendices

Appendix 1: Yearly teaching plan of RE, EYFS

RE Planning

Resources available	Encounter units on Christianity, Islam, Judaism, Sikhism and other faiths.					
	Term 1	Term 2 Christmas	Term 3	Term 4 Easter	Term 5	Term 6
FS2	<p style="text-align: center;">Creation</p> <p>Why is the word god so important to Christians? (UC)</p>	<p style="text-align: center;">Christmas</p> <p>Why do Christians perform nativity plays? (UC)</p>	<p style="text-align: center;">Special Books</p> <p>(All religions)</p>	<p style="text-align: center;">Easter</p> <p>Why do Christians put a cross in an Easter Garden? (UC)</p>	<p style="text-align: center;">Special Places</p> <p>Special: special buildings, special places (C)</p>	<p style="text-align: center;">God/Creation</p> <p>Why is the word God so important to Christians? (C)</p>

Appendix 2: Yearly teaching plan of RE, KS1

KS1

Resources available		Encounter units on Christianity, Islam , Judaism, Sikhism and other faiths.					
		Term 1	Term 2 <i>Christmas</i>	Term 3	Term 4 <i>Easter</i>	Term 5	Term 6
Year A Key concepts: God, Creation	1/2	<i>Being Special (Belonging)</i> What does it mean to belong? (Q9)	<i>Incarnation</i> Why does Christmas matter to Christians? (UC)	<i>God</i> What do Christians believe God is like? (UC)	<i>Easter</i> Why do Christians put a cross in an Easter Garden? (UC)	<i>Special Places (Islam)</i> Why and how do special places and symbols help people show what they believe? (Q7)	<i>Creation</i> Who made the world? (UC)
Year B Key Concepts: Incarnation, Gospel, Salvation	1/2	<i>Being Special (Myself)</i> Q10. All religions: How do we show we care for others?	<i>Special Times (Celebrations)</i> Why do we celebrate special times? (Q5) Christmas	<i>Gospel</i> What is the good news Jesus brings? (UC)	<i>Salvation</i> Why does Easter matter to Christians? (UC)	<i>Special People (Believing)</i> The beginning of the world: what can we learn from special Christian and Jewish stories? (Q2)	<i>Special People (Believing)</i> Why is God important for Muslims? (Q3)

Appendix 3: Yearly teaching plan of RE, LKS2

LKS2

Resources available		Encounter units on Christianity, Islam, Judaism, Sikhism, Hinduism and other faiths.					
		Term 1	Term 2 Christmas	Term 3	Term 4 Easter	Term 5	Term 6
Year A Key Concepts: Creation/Fall, Salvation, Incarnation	3/4	Creation/Fall What do Christians learn from the Creation story? (UC)	Special Places <i>(Symbols and religious expression)</i> What are the deeper meanings of festivals? (Q6)	People of God What is it like to follow God? (UC)	Salvation Why do Christians call the day Jesus died Good Friday? (UC)	Incarnation What is the Trinity? (UC)	Beliefs in action in the world All religions: Caring for others and the World (Q15)
Year B Key Concepts: Gospel, People of God, Kingdom of God	3/4	Gospel What kind of world did Jesus want? (UC)	Special Places <i>(Symbols and religious expression)</i> What are the deeper meanings of festivals? (Q6)	Special People <i>Inspirational people</i> Who was Muhammed/Guru Nanak? Why and how do people follow these leaders (Q5?)	Beliefs in action in the world Who has made a difference to the world because of their faith? How and why? (Q17)	Kingdom of God When Jesus left what was the impact of Pentecost? (UC)	Special Times <i>(Journey of life and death)</i> Why do believers see life as a journey - what significant experiences mark this? (Q11)
Resources available		Encounter units on Christianity, Islam, Judaism, Sikhism, Hinduism and other faiths.					

Appendix 4: Yearly teaching plan of RE, UKS2

UKS2

		Term 1	Term 2 <i>Christmas</i>	Term 3	Term 4 <i>Easter</i>	Term 5	Term 6
Year A Key Concepts: God, Gospel, Salvation,	5/6	<p>God</p> <p>What does it mean if God is holy and loving? (UC)</p>	<p>Being Special <i>(Religion and the individual)</i></p> <p>Can religious teachings help us decide the best way to live? (Q12)</p>	<p>People of God</p> <p>How can following God bring freedom and justice? (UC)</p>	<p>Salvation</p> <p>What did Jesus do to save human beings? (UC)</p>	<p>Gospel</p> <p>What would Jesus do? (UC)</p>	<p>Being Special <i>(Religion and the individual)</i></p> <p>Keeping the five pillars: what difference does it make to Muslims?</p>
Year B Key Concepts: Creation/Fall, Incarnation, Salvation, People of God, Kingdom of God	5/6	<p>Creation/Fall</p> <p>Creation and science: conflicting or complementary? (UC)</p>	<p>Incarnation</p> <p>Was Jesus the Messiah? (UC)</p>	<p>Being Special <i>(Religion, family and community)</i></p> <p>How can we make Wiltshire / my town a more respectful place? Q11</p>	<p>Salvation</p> <p>What difference does the Resurrection make to Christians? (UC)</p>	<p>Kingdom of God</p> <p>What kind of king is Jesus? (UC)</p>	<p>Special Times <i>(Worship, pilgrimage and special places)</i></p> <p>Why is pilgrimage important to some religious believers? Q9</p>