

Religious Education Policy

Introduction

At Abbey Lane Primary School, we are committed to providing all children with learning opportunities to be engaged within Religious Education. This policy sets out a framework which teaching staff can use that provides guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff, pupils and adheres to the agreed syllabus for RE in Sheffield.

RE is about pupils knowing and understanding a range of religions and world views. It allows pupils to express ideas and insights of their own into significant human questions which religions address. It also enables pupils to use questions about human life, beliefs, communities and ideas to provoke ideas and opinions. Through learning about different religions and world views pupils can consider different ways of life in local, national and global contexts while comparing and expressing their own opinions. Pupils can also discover, explore and consider many different answers to questions about human identity, meaning and value. They are taught to weigh up the value of wisdom from different communities and to also express their opinions respectfully and in a safe environment. What they learn can help them to respond to questions by expressing insights from their own and the lives of others. RE helps children to think rigorously, creatively, imaginatively and respectfully about their ideas in relation to world views. In order to achieve this we need to help them to develop enquiring minds which is a skill which will be valuable to them throughout their lives. There are three RE topics per year group, one for each term.

Aims

The aims of RE in Sheffield schools is:

To know about and understand a range of religions and world views.

Be able to describe, explain and analyse beliefs and practices, recognising the diversity which exists within different communities.

To identify, investigate and respond to questions including those posed by and responded to by sources of wisdom from religion and the world.

To appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

To be able to express ideas and insights about the nature, significance and impact of religions and world views.

To express ideas about how beliefs, practices and forms of expression can influence individuals and communities.

To be able to express personal reflections and critical responses to questions.

To appreciate and appraise varied dimensions of religion.

To gain and use the skills needed to engage with religions and world views.

To find out and investigate key concepts and questions about belonging, meaning, purpose and truth.

To enquire about what enables different communities to live together respectfully.

To articulate different beliefs, values and commitments while considering their importance in people's lives.

Early Years

Religious Education in the Foundation Stage is taught within the specific area of "Understanding the World". The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world through the following programme of topics:

Ourselves

Customs and routines

Seasons and Celebrations

People Who Help Us

Food

Journeys

Growth and Change

The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Key Stage 1

The Sheffield SACRE Religious Education syllabus at Key Stage 1 focuses on enabling children to develop their knowledge and understanding of religions and world views. In line with the syllabus KS1 study Christianity and one other religion which is Islam. The syllabus also provides us with age appropriate outcomes which are evident within planning. They should be able to recall and name different beliefs and practices including festivals, worship, rituals and ways of life; this can help them to find out about the meanings behind them. They should also be able to retell and suggest meanings to some religious and moral stories while exploring different sacred texts and sources of wisdom. Pupils will be taught to recognise some different symbols and actions which will help them begin to appreciate key similarities and differences. They should be taught to ask and answer questions about different communities and through this be able to observe and recount different ways that people express their belonging and identify. They should also begin to respond sensitively to some similarities and differences of different religions and world views. Pupils should be taught to gain the skills to recognise different points of view by exploring different questions and expressing their own opinions. They should also be taught to find out about and respond to examples of co-operation despite differing views while expressing their own ideas in response. The topics covered are:

Y1:

- Festivals
- Stories of Jesus
- Religious artefacts

Y2:

- Places of worship
- What is it like to be a Muslim in Sheffield?
- Why do people pray?

Key Stage 2

The Sheffield SACRE Religious Education syllabus at Key Stage 2 enables pupils to extend their knowledge and understanding of religions and world views. The pupils will cover three religions per topic and all six main religions will be covered throughout each year. Children are encouraged to express similarities and differences confidently and respectfully while discussing different religious beliefs and world views. In KS2 pupils should be able to describe and make connections between different features of religions and world views. They should be able to describe and make links between stories and other aspects of the communities that they are learning about respectfully; while exploring and describing a range of beliefs, symbols and actions to express meaning. In order to express ideas and insights into religious significance lessons should enable pupils to observe and understand varied examples of religions and world views so that they can explain using reasons and evidence. They should begin to understand the challenges of commitment to a community and to also recognise and consider the different dimensions of religion so that they can explore and contrast. In order to extend their skills in engaging with religions and world views lessons should allow pupils to discuss and present their own ideas thoughtfully on challenging questions while also allowing them to consider and apply their ideas about how diverse communities can live together respectfully. Pupils should be able to discuss and apply their own and the ideas of others to ethical questions while thinking about what is right and wrong through expressing their ideas clearly.

The topics for KS2 are:

Y3:

- Faith in practice (Christianity, Islam and Judaism)
- Family and community (prayer) (Islam, Judaism and Sikhism)
- The journey of life and death (Christianity, Islam, Hinduism and Buddhism)

Y4:

- Inspirational people of faith (Christianity, Hinduism and Buddhism)
- Different forms of worship (Christianity, Buddhism and Sikhism)
- Pilgrimage (Christianity, Islam and Judaism)

Y5:

- Sacred places (Christianity, Sikhism and Buddhism)
- Beliefs and their impacts (Christianity, Islam and Hinduism)
- Sacrifice (Christianity, Islam and Judaism)

Y6:

- Holy texts (Christianity, Islam and Judaism)
- Religions and their contributions (Christianity, Islam and Sikhism)
- Religious belonging (Christianity, Buddhism and Hinduism)

Teaching and Learning

The school uses a variety of teaching and learning styles in RE lessons. Our principal aim is to develop the children's knowledge, skills, vocabulary and understanding in RE so that they can know more, remember more and do more. To ensure this we use a variety of teaching and learning styles in our RE lessons. Children are encouraged to use religious vocabulary and evidence while also pursuing their own enquiries, this is clearly laid out in Knowledge Organisers that have been tailored specifically to each topic. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

They have access to, and are able to handle artefacts.

They go on visits to museums, places of worship and interest.

They have access to secondary sources such as books and photographs.

Visitors talk about personal experiences of the past.

They listen to and interact with stories from the past.

They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives.

They use drama and dance.

They are shown, or use independently, resources from the internet and videos.

They are able to use non-fiction books for research.

They are provided with opportunities to work independently or collaboratively, to ask as well as answer their own historical questions.

The children are also encouraged to build upon their reading and writing skills within RE lessons wherever possible. From AUT '21 any reading tasks will be highlighted on RE planning and within books. The children will also be completing a comprehension task every term to help them to build upon this skill.

Equal opportunities

We recognise that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children. We achieve this through a range of strategies which are scaffolded through our adaptive teaching approach. This ensures that the children work towards the same outcome/goal while ensuring that they are scaffolded in a way which will help them to achieve.

Assessment and Recording

At Abbey Lane Primary School, assessment is an integral part of the teaching process.

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is

being made. Assessment grids for RE are filled in every term by class teachers progressively and should show attainment improvements as the year goes on. The statements on the RE assessment grids are the substantive and disciplinary knowledge which have been provided by the subject leader. Feedback is given to the children as soon as possible and marking work is guided by the school's Feedback Policy.

Monitoring

Monitoring takes place regularly through sampling children's work and teacher planning, through book scrutinises, data and lesson observations. Pupil voice is regularly obtained to ensure the children are engaged, can know more, remember more and do more.

Wednesday 8th November 2023

Abigail Barton