



Emmaville Primary School

Religious Education Policy

Religious Education Co-ordinator: Sophie McArdle

Rationale

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

At Emmaville we teach Religious Education according to the Gateshead Agreed Syllabus for Religious Education. We use the Discovery RE programme as our scheme of work. This reflects the fact that the religious traditions in Britain as a whole are in the main Christian, whilst taking account of the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism.

Emmaville Primary School believes that Religious Education makes a "a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

Our school mission is to foster the ethos that "Together we Grow." This extends to the local community, our region and the nation as a multi-cultural, multi-faith society within which we can grow in knowledge and understanding, celebrating our similarities and differences.

Aims and Objectives – Intent

The aims of our RE, using the Discovery RE Scheme of Work meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance.

The teaching of Religious Education in a Primary School must take into account the age and understanding of the child and whenever possible be closely related to their first hand experiences. To that end, we particularly welcome and encourage both visits to different religious buildings and visitors from different faiths into the classroom. We also appreciate the contribution that visitors from the local community leading Daily Worship, delivering Prayer Space activities and Godly Play sessions make towards enriching religious education in our school.

Approaches to learning – Implementation

By following the Discovery RE scheme of work at Emmaville it is our intention that Religious Education will:

Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. This will include a world faith day during the course of the academic year when all pupils will look at the faith and beliefs across the United Kingdom, including Buddhism and Sikhism.

Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Develop a sense of awe, wonder and mystery.

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion in each group forms the pattern. The grid below shows specific enquiries for each year group.

Early Years RE Curriculum - Implementation

<u>Discovery Enquiry</u>	<u>Religion Studied</u>
<u>Theme:</u> Special People <u>Key Question:</u> What makes people special?	Christianity
<u>Theme:</u> Christmas <u>Key Question:</u> What is Christmas?	Christianity
<u>Theme:</u> Celebrations <u>Key Question:</u> How do people celebrate?	Christianity
<u>Theme:</u> Easter <u>Key Question:</u> What is Easter?	Christianity
<u>Theme:</u> Stories <u>Key Question:</u> What can we learn from stories?	Christianity, Judaism
<u>Theme:</u> Special Places <u>Key Question:</u> What makes places special?	Christianity, Judaism

Key Stage 1 Religious Education Curriculum - Implementation

Year One

<u>Discovery Enquiry</u>	<u>Religion Studied</u>
<u>Theme:</u> Creation Story <u>Concept:</u> God/Creation <u>Key Question:</u> Does God want Christians to look after the world?	Christianity
<u>Theme:</u> Christmas <u>Concept:</u> Incarnation <u>Key Question:</u> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
<u>Theme:</u> Jesus as a friend	Christianity

<u>Concept:</u> Incarnation <u>Key Question:</u> Was it always easy for Jesus to show friendship?	
<u>Theme:</u> Palm Sunday <u>Concept:</u> Salvation <u>Key Question:</u> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity
<u>Theme:</u> Shabbat <u>Key Question:</u> Is Shabbat important to Jewish children.	Judaism
<u>Theme:</u> Rosh Hashanah and Yom Kippur <u>Key Question:</u> Are Rosh Hashanah and Yom Kippur important to Jewish children	Judaism

Year 2

<u>Discovery Enquiry</u>	<u>Religion Studied</u>
<u>Theme:</u> What did Jesus Teach <u>Key Question:</u> Is it possible to be kind to everyone all of the time?	Christianity
<u>Theme:</u> Christmas - Jesus as a gift from God <u>Concept:</u> Incarnation <u>Key Question:</u> Why do Christians believe God gave Jesus to the world?	Christianity
<u>Theme:</u> Prayer at home <u>Key Question:</u> Does praying at regular intervals help a Muslim in his/her everyday life?	Islam
<u>Theme:</u> Easter - Resurrection <u>Concept:</u> Salvation <u>Key Question:</u> How important is it to Christians that Jesus came back to life after the crucifixion?	Christianity
<u>Theme:</u> Community and Belonging <u>Key Question:</u> Does Going to a mosque give Muslims a sense of belonging?	Islam
<u>Theme:</u> Hajj <u>Key Question:</u> Does completing Hajj make a person a better Muslim.	Islam

Key Stage 2 Religious Education Curriculum – Implementation

Year 3

<u>Discovery Enquiry</u>	<u>Religion Studied</u>
<u>Theme:</u> Divali <u>Key Question:</u> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
<u>Theme:</u> Christmas <u>Concept:</u> Incarnation <u>Key Question:</u> Has Christmas lost it's true meaning?	Christianity
<u>Theme:</u> Jesus - Miracles <u>Concept:</u> Incarnation <u>Key Question:</u> Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity
<u>Theme:</u> Easter - Forgiveness <u>Concept:</u> Salvation <u>Key Question:</u> What is "good" about Good Friday?	Christianity
<u>Theme:</u> Hindu Beliefs <u>Key Question:</u> How can Brahman be everywhere and in everything?	Hinduism
<u>Theme:</u> Pilgrimage to the River Ganges <u>Key Question:</u> Would visiting the River Ganges feel special to a non- Hindu?	Hinduism

Year 4

<u>Discovery Enquiry</u>	<u>Religion Studied</u>
<u>Theme:</u> Beliefs and Practices <u>Key Question:</u> How special is the relationship Jews have with God?	Judaism
<u>Theme:</u> Christmas <u>Concept:</u> Incarnation <u>Key Question:</u> What is the most significant part of the Nativity story for Christians today?	Christianity
<u>Theme:</u> Passover <u>Key Question:</u> How important is it for Jewish people to do what God asks them to do?	Judaism

<u>Theme:</u> Easter <u>Concept:</u> Salvation <u>Key Question:</u> Is forgiveness always possible for Christians?	Christianity
<u>Theme:</u> Rites of Passage and good works <u>Key Question:</u> What is the best way for a Jew to show commitment to God?	Judaism
<u>Theme:</u> Prayer and Worship <u>Key Question:</u> Do people need to go to church to show they are Christians?	Christianity

Year 5

<u>Discovery Enquiry</u>	<u>Religion Studied</u>
<u>Theme:</u> Prayer and Worship <u>Key Question:</u> What is the best way for a Hindu to show commitment to God?	Hinduism
<u>Theme:</u> Christmas <u>Concept:</u> Incarnation <u>Key Question:</u> Is the Christmas story true?	Christianity
<u>Theme:</u> Hindu Beliefs <u>Key Question:</u> How can Brahman be everywhere and in everything?	Hinduism
<u>Theme:</u> Easter <u>Concept:</u> Salvation <u>Key Question:</u> How significant is it for Christians to believe God Intended Jesus to die?	Christianity
<u>Theme:</u> Beliefs and moral values <u>Key Question:</u> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Hinduism
<u>Theme:</u> Beliefs and Practices <u>Key Question:</u> What is the best way for a Christian to show commitment to God?	Christianity

Year 6

<u>Discovery Enquiry</u>	<u>Religion Studied</u>
<u>Theme:</u> Beliefs and Practices <u>Key Question:</u> What is the best way for a Muslim to show commitment to God?	Islam

<u>Theme:</u> Christmas <u>Concept:</u> Incarnation <u>Key Question:</u> How significant is it that Mary is Jesus mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
<u>Theme:</u> Beliefs and Meaning <u>Concept:</u> Salvation <u>Key Question:</u> Is anything ever eternal?	Christianity
<u>Theme:</u> Easter <u>Concept:</u> Gospel <u>Key Question:</u> Is Christianity still a strong religion 2000 years after Jesus was on earth?	Christianity
<u>Theme:</u> Beliefs and moral values <u>Key Question:</u> Does belief in Akhirah (life after death) help Muslims lead good lives? To be taught in 2 sections over the term.	Islam

Using the Discovery RE scheme of work brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2 classes with special educational needs, each enquiry has level exemplars for the full range likely for that age group, allowing children to evidence levels from L1 to L5.

At Emmaville we believe it is vital to establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also

respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. RE is an important subject in contributing to the schools' development and the children's understanding of respecting the rights of all people.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

How is RE organised in this school?

Religious Education is taught as a discrete lesson by either the class teacher or a teacher from that year group. In Key Stage 1, RE is taught as a 45 minute session fortnightly. In Key Stage 2, RE is taught as an hour session fortnightly. Each class has 30 minutes across the week dedicated to collective worship.

External contributors from the community, e.g. local clergy, local members/speakers from other religions make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

In addition to this we have termly Prayer Space sessions for the whole school delivered by members of the local Church and Godly Play sessions in Key Stage 1 delivered by the local church's outreach worker. These sessions cover specific events within the Christian calendar e.g. Christmas and Easter or themes central to the Christian faith e.g. Forgiveness and Salvation.

Parents/carers have the right to withdraw their children from all or part of Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE coordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn,

their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Assessment - Impact

The way in which the Religious Education curriculum is delivered is designed to help the pupils to meet the attainment goals. As learning is a change to long-term memory, it is impossible to see impact in the short term and we believe that sustained mastery takes time.

Teachers are eager to ensure children are making progress with their learning throughout their RE. This will be done by assessing the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question in relation to:

- Exploring and understanding the world faiths.
- Having an overview of the world faiths and the people and places that are central to them.
- Understand the importance of celebrations and practices within the faiths and why they are important to the believer.
- To be able to consider and reflect upon key questions in relation to the faiths.

The Role of the Co-ordinator

- To take the lead in curriculum development in consultation with the head teacher, staff and governors;
- To monitor the teaching of Religious Education in the school, ensuring that there is sufficient coverage and progress in the subject;
- To lead curriculum meetings;
- To attend network meetings and relevant courses;
- To support staff by providing information on training;

- To ensure that there are appropriate resources to support the Religious Education curriculum.

This RE policy is informed by current national guidance:

RE in English Schools: Non-statutory guidance 2010

RE: realising the potential Ofsted 2013

A Curriculum Framework for RE in England, REC 2013

Gateshead Agreed Syllabus for Religious Education 2018

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