



# Sheriffhales Primary School

## RELIGIOUS EDUCATION POLICY

### **AIMS AND OBJECTIVES:**

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Sheriffhales Primary School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge of world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The 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 value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;

- Develop an understanding of religious traditions 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 peoples' views and to celebrate the diversity in society

### **Intent: what do we want RE to do for our children?**

At Sheriffhales Primary School, we aim to explore what people believe and what difference this makes to how they live. We want children to gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Through explicit teaching and experiential learning, we inspire in pupils, a curiosity and fascination about the diverse world we live in.

The programme of study we follow looks to explore this diverse world, enabling the children to learn about beliefs and practices around the world and know a range of influential figures who shape our beliefs and the beliefs of others.

We expect our children to live by the school values which underpin our vision for all:

*We want our children to be happy, healthy and resilient citizens, who contribute to the world with respect, kindness and determination.*

Our school values aim to develop the whole child:

Active minds and bodies

Caring for our world

Reading for life

Pride in our differences

The power of language

Enjoying life

We want our children to demonstrate the school values and become positive members of their Sheriffhales community and beyond, and challenge any forms of discrimination or intolerance. The children will reflect on emotions and opinions and recount stories from the bible and discuss perennial questions about life.

Trips and visitors are planned which not only provide pupils with experiences beyond their own day to day lives but also enable them to build on

the knowledge and skills taught in lessons, PSHE and assemblies. The Religious Education curriculum at Sheriffhales Primary is diverse and ensures that all parts of society are represented in the people and places that are studied.

### **Implementation: How is RE taught at Sheriffhales Primary?**

We follow the National Curriculum for Religious Education and our topics are based on the big questions from the Shropshire Agreed syllabus. The guidelines around our RE curriculum are:

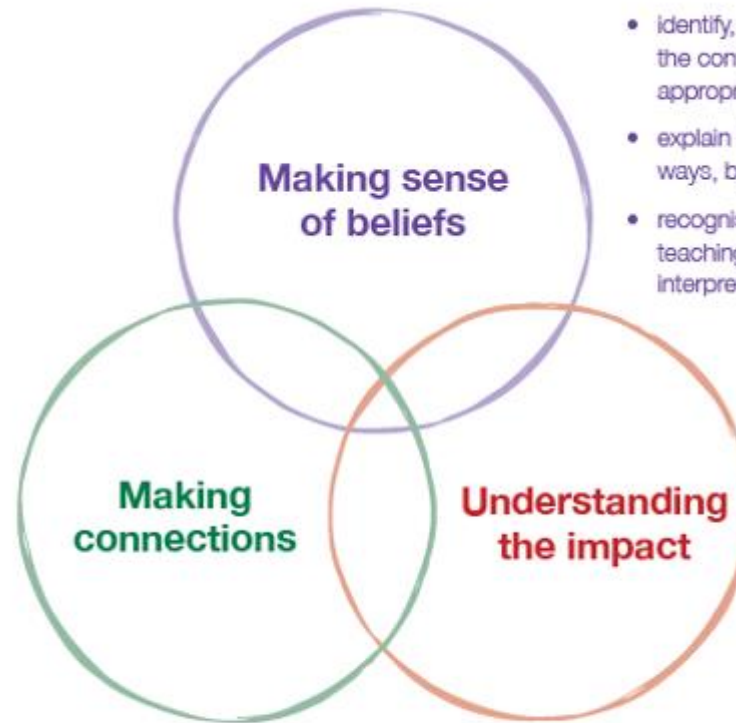
- Parents have a right to withdraw
  - 4- 5-year-olds must do 36 hours of tuition
  - 5 – 7-year-olds must do 36 hours of tuition
  - 7 – 11-year-olds must do 45 hours of tuition
  - RE is different to collective worship
  - RE objectives must be clear
  - EYFS teachers should be able to indicate opportunities they are providing to integrate RE into the learning
- Across the school we teach Christianity alongside the most popular religions. Planning is sequenced in the following way to ensure consistency when moving between year groups and key stages in preparation for transition to secondary school and beyond:

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews	
<b>Christianity:</b> <i>God</i> <i>Creation</i> <i>Fall</i> <i>People of God</i> <i>Incarnation</i> <i>Gospel</i> <i>Salvation</i> <i>Kingdom of God</i>	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]
<b>Buddhism:</b> <i>Buddha</i> <i>Dhamma</i> <i>Sangha</i>				
<b>Hinduism:</b> <i>Samsara and moksha</i> <i>Brahman (God) and atman</i> <i>Karma and dharma</i>			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]
<b>Islam:</b> <i>God/Tawhid</i> <i>Iman (faith)</i> <i>Ibadah (worship)</i> <i>Akhirah (life after death)</i> <i>Akhlaq (virtue/morality)</i>		1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
<b>Judaism:</b> God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]
<b>Sikhism:</b> God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)				
<b>Non-religious worldviews</b>				U2.10 What matters most to Humanists and Christians?
<b>Thematic</b>	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?
	F6 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?		
				Note: For Church schools, two additional units are provided in the Understanding Christianity materials: How can following God bring freedom and justice? [People of God] What difference does the Resurrection make for Christians? [Salvation]

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs.

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



- identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning



## **RE in EYFS**

Planned teaching experiences will support children's learning and development needs, as identified through holistic assessment. Good Early Years teaching stems from children's own experience. Many practitioners will find ways to draw on the wealth of religious or spiritual experiences that some families may bring with them.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **What do children gain from of RE in this age group?**

RE sits very firmly within the areas of personal, social, and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their moral and cultural awareness.

### **Prior to the start of each RE unit**

Each learning sequence will begin with an explicit explanation of what Religious Education is and the purpose of studying it. Children are shown what they can study at university and the jobs linked to the subject as well as the significant people and achievements within this field.

### **Revision**

Prior knowledge will be revisited and connections with other topics and units will be identified. Religious beliefs that are dominant in different areas around the world. Transferable skills will also be highlighted e.g. formulating opinions and arguments in relation to existing stereotypes that may exist in our community.

### **The 'Big' Question**

Each learning sequence will begin with a 'Big' question such as 'How does faith help when things get hard?' Children are told that the knowledge gained through this topic will help them to raise questions and begin to express their own views in response to the material they learn about and

in response to questions about their ideas.

Children will then draw on their knowledge, subject specific vocabulary and own ideas and beliefs to answer this 'Big' question.

### **Support for Pupils with SEND**

At the beginning of each unit of work, key pieces of knowledge for the unit are selected and work takes place to ensure that pupils with SEND are retaining and building on this. In addition, scaffolding ensures that pupils can meet the same learning objective as their peers.

### **Impact**

Regular learning sessions show that pupils are confident and able to talk knowledgeably about what they have learned in Religious Education using subject specific vocabulary. The pupil voice discussions show that pupils enjoy RE and can recall their learning and knowledge over time, making links between units of work. Lesson observations also triangulate this.

Work in pupil exercise books demonstrates that Religious Education is taught at a high standard across the school with opportunities for pupils to work at a greater depth. As a result, pupils make sustained progress across both key stages. Work is of high quality, with pride taken and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Last Reviewed Date: **May 2023**

Next Review Date: **May 2024**

Approved by: **Governing Body**

Date: **May 2023**