



## Religious Education Policy

### Introduction

Religious Education is a foundation subject in the National Curriculum. This policy outlines the intent of RE at Ellingham and implementation is the responsibility of all teaching staff, overseen by the co-ordinator.

### Intent

At Ellingham we want our children to develop their knowledge and understanding of different religions and non-religious belief, because we believe that this will enable them to play a role in the community and the wider world, both now and in the future. We want them to develop the skills and attitudes embodied in the British Values, by learning to listen to the views of others, whether they have a faith or not, and also acknowledging and looking closely at how and why differences and disagreements occur. This will help them to develop the skills to decide what is right and what is wrong, and how conflicts can be resolved, and how to agree or disagree respectfully.

We want our RE lesson to be informative, engaging and challenging. Our children will be encouraged to examine and discuss the wide range of religions and beliefs held in our community, and to spend time reflecting on their own beliefs, differences of opinion, doubts, concerns and ideas, and how this can make a difference to the way they live and engage with others confidently and with empathy and open-mindedness. These skills also help to embed a sense of belonging to the school community as we discuss shared goals and challenges. Children will learn about religions and beliefs in local, national and global contexts e.g. how religious festivals are celebrated, and how religious beliefs impact daily living in different ways across the globe.

RE lessons give the children cross curricular opportunities e.g. reading aloud from texts, using drama to explore the thoughts, feelings and responses of others, using maths skills to investigate data, learning about religious stories through art and music. The lessons will introduce children to faith-specific vocabulary which they will be encouraged to use as they engage in discussion with others.

Our whole school assemblies offer their own opportunities for personal reflection on faith related issues, while regular visits from the Insight team and other faith leaders bring fresh approaches to the teaching of and response to religions. The weekly singing assembly uses faith songs, and others that embody multifaith teachings but with a more secular approach e.g. songs about belonging, friendship, resilience. We celebrate Christmas with phase Christmas performances that tell the Christmas story, and other festivals are celebrated in whole school assemblies as appropriate throughout the year.

Educational visits to places of worship will bring the learning to life by offering the children the opportunity to reflect on how a faith building can enrich worship experiences and provide a base for the outworking of faith in the community. We welcome visitors from faith communities, or those with no faith, to share their experiences and views. Artefacts provide a useful way into learning about the practices within a particular faith.

## Whole School Overview - Units

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special for Christians?	F5 Which places are special and why?	F6 Which times/stories are special and why?
Year 1	1.10 What does it mean to belong to a faith community? (Christians, Jews, Muslims and non-religious world views)	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (1)	1.7 Who is Jewish and how do they live? (2)	1.2 Who do Christians say made the world?	1.9 How should we care for others and for the world, and why does it matter? (Christians, Jews and non-religious world views)
Year 2	1.6 Who is a Muslim and how do they live? (1)	1.3 Why does Christmas matter to Christians? Christmas Journey - Insight	1.6 Who is a Muslim and how do they live? (2)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred for believers? (Christians and Muslims)

Year 3	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to Muslims?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (Christians, Muslims, non-religious)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians? <i>Jesus and prayer?</i>	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people make the significant events of life? ((Christians, Hindus, Muslims, non-religious)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? <i>Caring for others unit?</i>	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?  Easter Experience - Insight	U2.4 How do Christians decide to live? 'What would Jesus do?' <i>David Psalms confession and forgiveness?</i>	U2.10 What matters most to Humanists /Christians? (Christians and non-religious, with opportunities to include other faiths studied)
Year 6	U2.7 Why do Hindus want to be good?	U2.11 Why do some people believe in God and some people not? (Christians, non-religious) <i>Is God real?</i>	U2.2 Creation and science: conflicting or complementary?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus? <i>It's Your Move (Insight Transition lesson)</i>	U2.12 How does faith help people when life gets hard? (Christians, Muslims, and/or Jews and/or Hindus,, non-religious)

## Whole School Overview – Skills and Knowledge Progression

### Developing attitudes

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following attitudes are to be fostered through the agreed syllabus:

**a) Curiosity and wonder** – in RE this includes:

- developing imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their interest in and capacity to respond to questions of meaning and purpose
- exploring the nature of religious practices and teachings
- being willing to look carefully at 'the other' and be open to learning from it
- following mysterious and profound lines of thinking through, to see where they lead.

**b) Commitment** – in RE this includes:

- understanding the importance of commitment to a set of values by which to live one's life
- willingness to develop a positive approach to life
- the ability to learn, while living with certainty and uncertainty.

**c) Fairness** – in RE this includes:

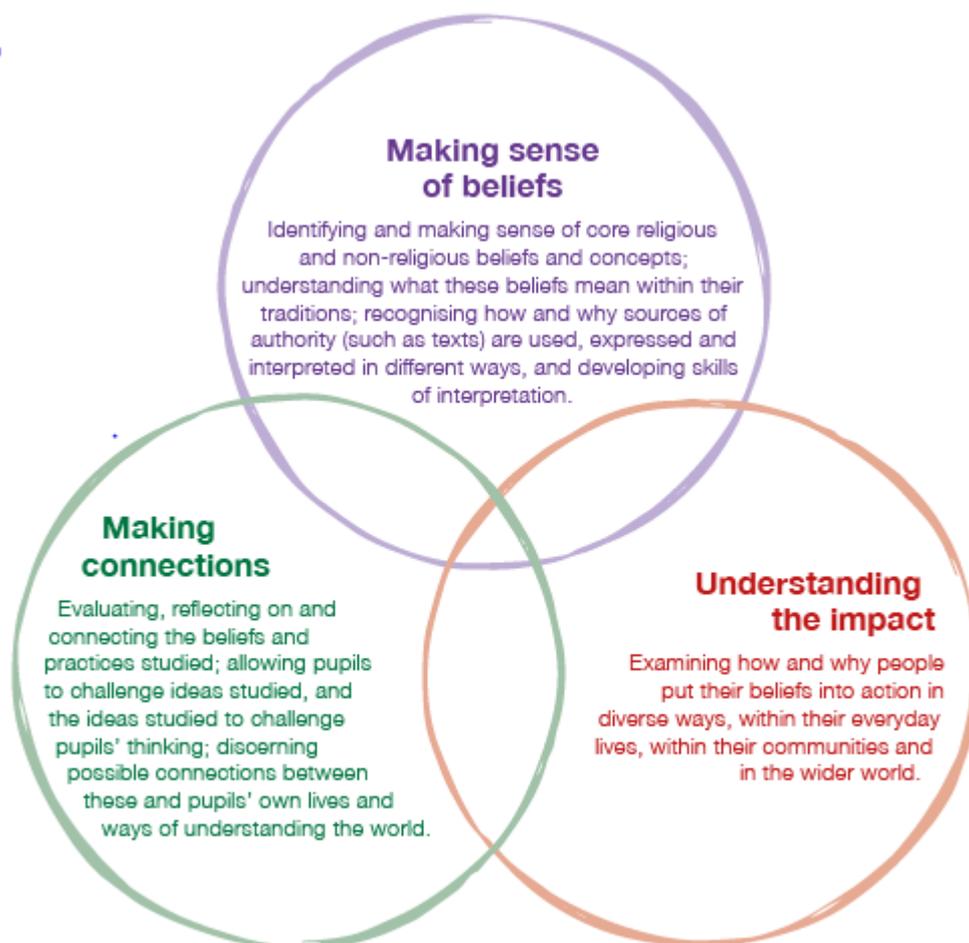
- listening to the views of others without prejudging one's response
- careful consideration of other views
- willingness to consider evidence, experience and argument
- readiness to look beyond surface impressions
- developing the courage to pursue fairness.

**d) Respect** – in RE this includes:

- being sensitive to the feelings and ideas of others
- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- recognising the rights of others to hold their own views
- avoidance of ridicule
- discerning between what is worthy of respect and what is not
- appreciation that religious convictions are often deeply felt.

**e) Self-understanding** – in RE this includes:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas and a mature sense of self worth
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people
- developing the capacity to discern the personal relevance of religious questions
- deepening awareness of the role of belief and tradition in identity and culture.



Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p><b>Element 1:</b> <b>Making sense of beliefs</b> Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> <li>Identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> <li>Make clear links between texts/sources of authority and the core concepts studied</li> <li>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>
<p><b>Element 2:</b> <b>Understanding the impact</b> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Describe how people show their beliefs in how they worship and in the way they live</li> <li>Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities</li> <li>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>

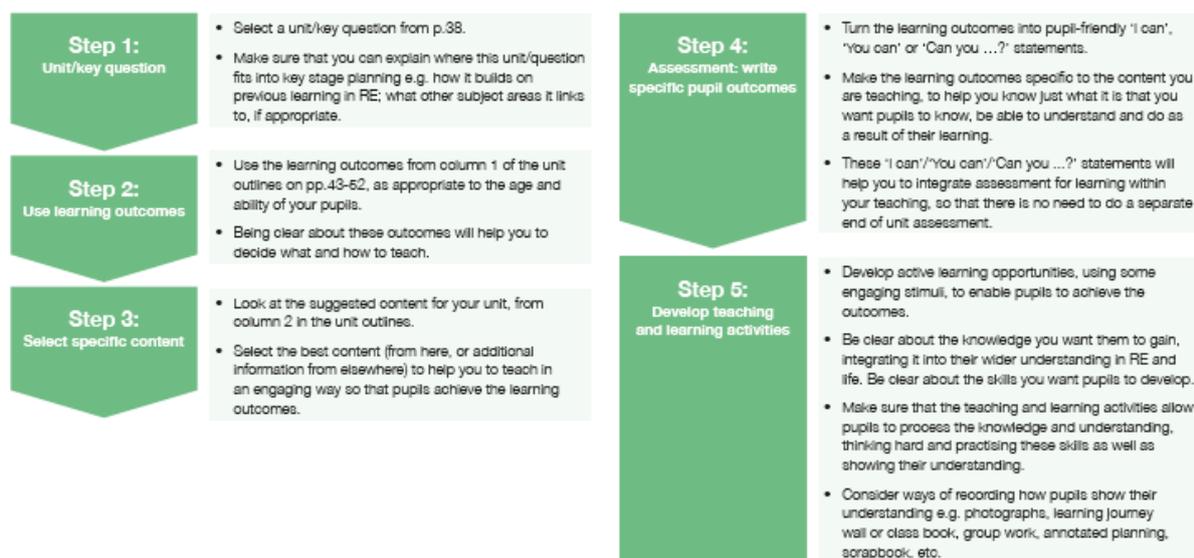
Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p><b>Element 3: Making connections</b></p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>give good reasons for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>

## Planning, assessment and monitoring

The development of RE knowledge, understanding and skills are continually assessed through planning, teaching and reviewing. Assessment is related to end of phase expectations.

Delivery of the agreed syllabus is planned with regard to fulfilling the legal requirements (p 9/10) and regard to the recommended curriculum time (p11).

Teachers have the principal aim of RE at the forefront of their minds as they plan their RE:



Key skills are assessed through observing individual, pairs or groups of children as they work, discussion and recorded evidence. Teachers use differentiated, open ended questions that require children to explain and unpick their understanding, whilst effective marking, including green pen questions to which pupils respond and reflect in purple pen-demonstrates engaged learning and encourages children to

extend their thinking and understanding. Key questions are posed at the beginning of units and lessons, and revisited at the end so that children can reflect, self-assess and develop and challenge their own opinions and those of others. Book marking and moderation is used to monitor pupil's work and ensure that tasks are differentiated and promote children's learning and progress. Reporting of children's progress in history occurs annually, with a written report at the end of the academic year but may also be discussed and reflected on at parents' evenings.

## **Additional Information**

**Workshops, assemblies and trips to be added to the calendar.**