

Greenvale Primary School

Religious Education Policy

At Greenvale, we believe that the teaching R.E plays an integral role in a child's moral and spiritual development. R.E provides children with an opportunity to discover, and further develop their own understanding of faith, as well as ensuring that they are aware and respectful to others who may hold different beliefs. This policy sets out our approach towards the teaching of R.E at Greenvale.

Rationale

1. To inform new staff, governors, parents and LEA officers of our aims for teaching Religious Education at Greenvale.
2. To ensure that staff and governors hold a common view of what those aims are.
3. To heighten staff awareness, knowledge and understanding of Religious Education and its overall place in the curriculum.
4. To help staff check that the appropriate knowledge, skills and understanding are covered in the curriculum that is delivered to the children.
5. To make staff accountable for implementing the policy fully and thus ensures the entitlement of all children to the same curriculum.

Aims for teaching Religious Education at Greenvale (Intent)

- To enable pupils to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life;
- To provide opportunities for pupils to explore and express their own responses and personal beliefs.

How we deliver R.E at Greenvale (Implementation)



RE is timetabled and taught weekly in each year group. As a maintained school, we are required to follow the Croydon Agreed Syllabus (2018 update version).

Within the programme of study, there are two areas of focus:

Attainment target 1: Learning about Religion;

Attainment target 2: Learning from Religion and Human Experience

The areas of study through which pupils will be working are

- Authority and Worship
- Sacred and Inspirational writings
- Lifestyle and Celebrations
- Challenge units

The focused religions for each key stage in the Croydon Agreed syllabus are:

- KS1 Christianity, Hinduism, Islam and Judaism;
- KS2 Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism;

Topic overview



Year	Autumn 1 (5)	1 week	Autumn 2 (5)	2/3 weeks	Spring 1 (5)	Spring 2 (5)	2 weeks	Summer 1 (6)	Summer 2 (6)
Foundation	Festivals & Celebrations	Harvest	Festivals & Celebrations	Christmas	Growing Together	Growing Together	Easter	Caring & Taking care	Caring & Taking care
1	Why are we Thankful?	Harvest	Christianity A & W	Christmas	Judaism A & W Purim	Christianity Sacred writings	Easter	Hinduism A & W Writings	Hinduism Lifestyle & celebrations Raksha Bandhan
2	Judaism Writings Lifestyle	Harvest (Sukhot)	Festivals of light- Judaism, Christianity, Hinduism	Christmas	Islam A & W Writings	Islam Lifestyle & celebrations	Easter	Christianity Visit & Lifestyle	Why are some things special?
3	Hinduism A & W writings	Harvest	Hinduism Lifestyle Diwali/Navaratri	Christmas	Christianity A & W	Christianity A & W	Easter	Why Should we care for Our world?	Why Should we care for Our world?
4	Judaism A & W	Harvest	Judaism Lifestyle and Celebrations	Christmas	Why do You Judge me?	Why do You Judge me?	Easter	Christianity Ascension & Pentecost	Christianity Writings
5	Islam A & W Writings	Harvest	Sikhism A & W Bandi chor	Christmas	Sikhism Writings Lifestyle Vaisakhi	Christianity Lifestyle	Easter	Pilgrimage	Pilgrimage
6	Buddhism A & W Vesak	Harvest	Buddhism Writings & Lifestyle	Christmas	Islam Lifestyle	Christianity & Judaism Passover and Holy week	Easter	The Journey of Life	The Journey of Life

R.E and the EYFS

Religious Education in the Foundation Stage should be a way to introduce pupils to the concept that many people have a religious belief and to some of the ways people express their beliefs.

Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development. The learning environment should provide a balance across the areas of learning. Integral to this is an ethos which;

- Respects each child as an individual
- Values children's efforts, interests and purposes as instrumental to successful learning ethos

RE experiences in the setting are divided into three themes which encompass nearly all of the early Learning Goals in the Foundation Stage Profile document. These include:

- Festivals and celebrations.
- Growing Together.
- Caring and Taking Care.



The assessment of RE

At the end of each of the taught units of work, teachers are required to make an assessment of each child based on their engagement with learning tasks completed during the topic. This assessment states whether the child is working towards the expected level, is working at the expected level or is exceeding the expected level. This information is reported to parents at the end of the academic year.

Progression of Knowledge, Skills and Understanding with R.E

Within the teaching of RE, children gain knowledge, skills and understanding. The tables below illustrate expectations for children for when they reach the end of each key stage.

A: Know about & understand	At the end of key stage 1 pupils will be able to:	At the end of key stage 2 pupils will be able to:
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning



B: Express & communicate	At the end of key stage 1 pupils will be able to:	At the end of key stage 2 pupils will be able to:
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives
B3. Appreciate and appraise varied dimensions of religion ⁵⁸	Notice and respond sensitively to some similarities between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews

C: Gain & deploy skills	At the end of key stage 1 pupils will be able to:	At the end of key stage 2 pupils will be able to:
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry
C2. Enquire into what enables different communities to live together respectfully for the well-being of all	Find out about and respond with ideas to examples of co-operation between people who are different	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect
C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



Teaching RE to children with special educational needs

Every teacher is a teacher of pupils with special needs. The special needs curriculum does not exist separately from the ordinary curriculum; the key lies in the teachers knowledge of the child's skills and abilities and the means of providing appropriate access to the curriculum.

The term 'Special Educational Needs' covers a whole range of learning difficulties, physical, emotional, or intellectual and has degrees from mild to profound.

At Greenvale, we recognise that children with special needs generally have a different base line of experience. Therefore, the basic vocabulary used when teaching needs to be checked against understanding.

The learning objectives are statutory within this document, but it should be acknowledged that when taking account of the learning difficulty the objectives may take longer to achieve. Productive repetition of some ideas will be vital for reinforcing each concept.

Practical experiences are the most valuable educational tool and are essential for pupils with special needs. A wide variety of experiences such as visiting places of worship, although access and attitude need to be thoroughly researched, receiving visitors, handling religious artefacts, self-expression and role play need to be arranged for pupils to make the most of their learning.

Resources

We have a range of resources to support the teaching of RE across the school and all our resources are kept in the classroom using the topic boxes for subjects. We plan to work with other local schools to share resources.

As applicable, Pupil Premium funding may be made available to ensure that children who are in receipt of this funding and who may normally miss out on opportunities to make progress are supported to do so e.g. by funding any payable amounts for trips, apart from those funded by the school.

Sensitivity when teaching RE

Children in our classrooms come from a large variety of faith traditions, or none, and live in a multi-cultural and multi-racial society.



Sensitivity to the differences of faith, culture and practices within our schools leads to an atmosphere of tolerance to others and good will. An attitude of respect towards others and willingness to consult are more important than a detailed knowledge of every practice.

The right to withdraw

Parents of pupils at a maintained school may personally request that their child may be excused from religious education and/or attendance at collective worship through reasons of religious conscience. The school should not incur any expense through this action.

Teachers may also withdraw from teaching religious education or attending collective worship by reasons of their religious conscience.

In Croydon we have a large number of different faith groups and the syllabus is designed to give teachers the opportunity to bring in faiths which are represented in the classroom which may not be the focus faiths of the key stage. It is very important for the self-esteem of a child who comes from a strong faith background to hear their faith mentioned and valued.

Pupils, whether they have a faith or not, need to be given an awareness of what life is like from a religious point of view. A knowledge and understanding of the features, ideas and practices of the focused religions in each key stage is important, so that the pupil can distinguish between the religions and understand what religion entails.

There is a need to appreciate the values and attitudes which individuals in a faith group hold true and the effects that these have on the community. Schools have a duty to promote the spiritual, moral, social and cultural education of pupils and, although it is important that the school ethos and all subjects contribute towards this, religious education has a large part to play.

British Values and R.E

Tolerance of those with different faiths and beliefs:

British law protects freedom to choose and hold other faiths and beliefs and this should never be the cause of prejudice or intolerance from others. RE lessons can embody this attitude. Learning about different ways of life requires openness. Rather than just aiming for tolerance, RE can help pupils to value and celebrate diversity.



Mutual respect

RE can help to engender positive attitudes towards diversity. It can allow pupils to explore what happens when people are not treated respectfully due to their faith or beliefs. RE is not a subject where everyone always needs to agree, but disagreement should take place in a respectful environment.

Democracy

RE is a subject where pupils are often encouraged to state and justify opinions, carefully thinking through issues for themselves – all pupils have an equal right to be heard. Primary pupils may well be thinking about the importance of fairness in RE.

The Rule of law

Rules and laws from different communities are often a focus of RE lessons (e.g. The Ten Commandments). Pupils may focus on how these rules would affect their own lives and lives of believers. Comparisons can be made between religious and moral rules and state ones, with pupils thinking about what happens when the two collide.

Individual liberty

RE is a time for pupils to consider questions about identity and belonging. They may think about the way they are themselves and free, but also think about constraints and responsibilities placed on all of us by our cultures, faiths and beliefs. Pupils may look at how people may choose to practice faiths in different ways, focusing on diversity within each religion.

Implementing and Monitoring the Policy

- Through the guidelines and curriculum plan.
- Through the school's curriculum framework.
- Through regular discussions with the Headteacher, co-ordinator and staff as to the success and suitability of the programmes of study.
- Through INSET training either at school or staff professional development and staff meetings.
- Through the Subject Leader, Headteacher and Governors reviewing teacher's plans and/or the children's work.



Evaluating the Effectiveness of the Policy

- From teacher assessment
- From teachers' own evaluation of lessons in planning files.
- By examining samples of children's levelled work, from each year group, which will go into a portfolio.
- By talking informally to staff and children.
- Through auditing resources and through staff's usage of resources.
- Through classroom observation of the children's learning by the class teacher, Headteacher or co-ordinator.

Reviewing the Policy

This policy will be reviewed every two years, unless changes to the local syllabus, national curriculum, methods of assessment change or for other educational reasons, make this necessary within that two year period.

