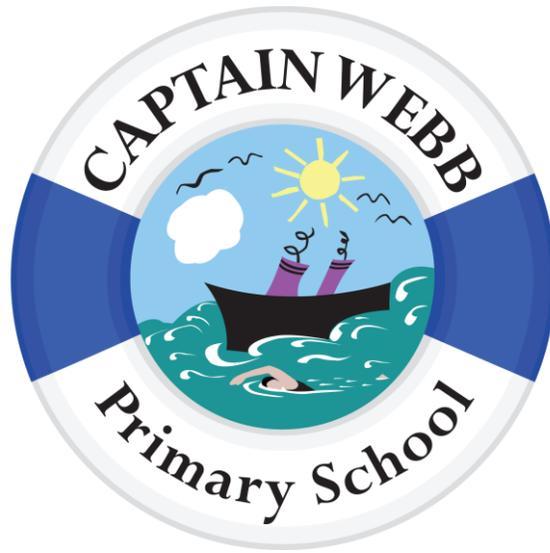


# CAPTAIN WEBB PRIMARY SCHOOL



## RE Policy

Written by: C Pilling

Date: 17.1.19

# Captain Webb Primary School

## Policy for Religious Education

### Aims & Objectives

At Captain Webb we work in an atmosphere of care, trust and respect, where staff and children feel nurtured, valued and supported by one another

### Aims

RE helps to develop successful learners by asking life's largest questions and presenting interesting, important conceptual challenges to pupils. Learning about religion and learning from religion has the capacity to motivate and empower pupils, enabling them to enjoy and value learning. The aims of teaching RE in our school are to enable children to:

- Provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human.
- Develop pupils' knowledge and understanding of Christianity, other principal religions and world-views, which offer answers to such questions.
- Develop pupils' awareness and understanding of religious beliefs, teachings, practices, forms of expression and the influence of religion on individuals, families, communities and cultures.
- Encourage pupils to learn from the diversity of different religions, beliefs, values and traditions whilst affirming their own faith or search for meaning.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Encourage pupils to develop their sense of identity and belonging and enable them to flourish individually within their communities, as citizens in a pluralistic society and global community.
- Play an important role in preparing pupils for adult life and employment, enabling them to develop respect and sensitivity to others, in particular those with different faiths and beliefs, and to combat prejudice and negative discrimination.

### The Syllabus

## **Approaches to the teaching of Religious Education**

In order to make RE a lively, active subject we employ a variety of teaching and learning approaches through discussions, recording, art, music, drama, the use of artefacts, stories and the use of periods of stillness and reflection.

Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

We use as a basis for our curriculum planning the Telford and Wrekin SACRE RE Scheme of Work. The Scheme of Work is outlined in the table on the next page.

In accordance with Telford and Wrekin's' SACRE Re scheme of work we have agreed that:

KS1 pupils will study Christianity as the principal focus and Islam as the major focus. KS2 pupils will study Christianity as the principal focus, Islam as the major focus and Sikh as the minor focus. The children will also be introduced to Hinduism and Humanism.

All the core beliefs will be covered across KS1 and 2.

Religious Education has two attainment targets:

AT1 Learning about Religion

- Identify, name, describe and give an account, in order to build a coherent picture of each religion;
- Explain the meanings of religious language, stories and symbolism;
- Explain similarities and differences between, and within, religions.

AT2 Learning from Religion

- Give an informed and considered response to religious and moral issues;
- Reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- Identify and respond to the questions of meaning within religion.

Children will be Learning about Religions and Learning from Religion through:

- Investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
- Questioning; developing curiosity about life, relationships and the natural world
- Empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others
- Reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others

- Relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar
- Expression; the ability to identify and explain feelings and aspects of religions

## Curriculum

Reception	Year 1
<ul style="list-style-type: none"> <li>• RE through play: a flexible ideas unit (many religions)</li> <li>• Who celebrates what and how? (Wedding, birthday, welcoming a new baby)</li> <li>• Festivals: how are they celebrated? (Christmas, Eid, Easter, Divali)</li> <li>• Myself: Who am I?</li> </ul>	<ul style="list-style-type: none"> <li>• Where do I belong?</li> <li>• How do we show we care?</li> <li>• Who is a Christian and what do they believe?</li> <li>• Who celebrates and why?</li> <li>• Who is an inspiring person?</li> <li>• What can stories teach us about life?</li> </ul>
Year 2	Year 3
<ul style="list-style-type: none"> <li>• What can we learn about what is special for Muslims?</li> <li>• What stories tell how the world began? E.g. creation stories.</li> <li>• Can we find the meaning of the symbols?</li> <li>• What makes us sad?</li> <li>• Ideas about God</li> <li>• Why are some places special?</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to learn about Sikhs (Year 2 H&amp;D unit)</li> <li>• Making signs and symbols fascinating</li> <li>• Who inspires me</li> <li>• Who is my neighbour?</li> <li>• How do Christians celebrate Christmas?</li> <li>• How does a Christian follow Jesus?</li> </ul>
Year 4	Year 5
<ul style="list-style-type: none"> <li>• Creation and green issues</li> <li>• How is new life welcomed into the world?</li> <li>• Values: What matters most?</li> <li>• What are the deeper meanings of our celebrations?</li> <li>• What does it mean to be a Sikh?</li> <li>• What sort of book is the bible?</li> </ul>	<ul style="list-style-type: none"> <li>• How do Christians celebrate Easter?</li> <li>• What does it mean to be a Muslim?</li> <li>• What's so special about marriage?</li> <li>• What can we learn from religion about temptations?</li> <li>• How does a Christian follow Jesus?</li> <li>• Wisdom: What can we learn from Sikh, Christian and Muslim faiths?</li> </ul>

Year 6	Whole School Coverage Through Assemblies and Visitors
<ul style="list-style-type: none"> <li>• What happens when we die?</li> <li>• Justice and poverty</li> <li>• How do you find your way through the moral maze?</li> <li>• Interfaith dialogue</li> <li>• Transition Unit: Religious Stories</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>• Celebrating faiths through “World Faith Week.”</li> <li>• Weekly collective worship</li> <li>• Harvest/Easter/Christmas assemblies</li> <li>• Tolerance of those of Different Faiths and Beliefs</li> <li>• To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences.</li> <li>• To be aware of the lives of people living in other places and times, and of people with different values and customs.</li> </ul>

## Teaching and Learning

Teaching and learning in RE is based upon the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter and Diwali to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.

We provide challenging learning opportunities for children to work collaboratively and make choices in their own learning by:

- setting tasks which are open-ended and can have a variety of responses;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

### **Foundation Stage**

We teach RE to all children in the school, including those in the reception class. While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to personal, social and emotional development, communication, language and literacy knowledge and understanding of the world and creative development.

## **Assessment for Learning**

In line with the school policy on assessment and monitoring, a range of methods are used. The children are encouraged to develop skills to enable them to assess their own progress in RE and to understand how to improve their RE work. We assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the end of unit expectations. At the end of each year a written report is given to parents about their child's achievements in RE.

## **Subject Monitoring and Review**

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in RE. She is also responsible for supporting colleagues in the teaching of RE for being informed about current developments in the subject, and for providing direction for the subject in the school.

### **Monitoring the policy**

The subject manager will monitor the implementation of the policy regularly.

The standards and effectiveness committee of the governing body will monitor this policy on a three year basis. If the policy appears to need modification, then the committee will report its findings and recommendations to the full governing body.

Policy Date : January 2018

Review Date: January 2021