

Sherburn Primary School

Religious Education Policy



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Policy

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Introduction

The Christian religion has been a powerful influence over the centuries in the shaping of our society. This can be seen quite clearly in our art, music, architecture, literature, drama, laws, customs and traditions.

In our school Christianity is the one major religion that most children have encountered, so it is the living religion immediately available for study. This does not mean that Christianity is studied to the exclusion of all other religions, but rather that it plays a distinctive part in Religious Education.

The school is in the fortunate position of having close connections with our local church. The school uses the church for both general studies and for local services.

Rationale

Religious Education contributes to the pupils' spiritual, moral, cultural and social development. It helps to prepare pupils for adult life by raising and reflecting upon ultimate questions, by affording opportunities to reflect upon religious ideas in a personal search for meaning and by exploring their own values and values of others. It enables pupils to develop listening skills and an appreciation of the points of view of others.

The 1988 Education Reform Act (ERA) states that Religious Education should be taught to all pupils in maintained schools from the ages of 5 through to 18.

Sherburn Primary School follows Durham Agreed Syllabus. This policy has been written based upon the Agreed Syllabus for Religious Education Revised in 2020.

The schemes of work adopted by Sherburn Primary School conform to the statement of the Education Reform Act that an agreed syllabus should ".....reflect the fact that the religious traditions of Great Britain are in the main Christian, but also must include teaching from the other principal world religions represented in Great Britain." It must be non-denominational.

Aims

Through Religious Education we aim to help children to:

- develop deepening **knowledge and understanding** about a range of religious and non-religious worldviews so that they can:
 - describe and explain beliefs and ways in which beliefs are expressed
 - describe and explain some sources of authority and teachings within and across religious and non-religious traditions
 - know and understand the significance and impact of beliefs and practices on individuals, communities and societies
- know and understand about religious diversity within the region, as well as nationally and globally

- gain and deploy skills that enable **critical thinking** and enquiry in relation to the material they study
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain;
- Enhance their own spiritual, moral, cultural and social development by: developing awareness of and responding to the fundamental questions of life raised by human experiences and how religious teachings relate to these life experiences;
- Respond to such questions with reference to the teachings and practices of religions and to their own understanding and experience;
- Reflect on their own beliefs, values and experiences in the light of their study;
- Develop a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions.

Objectives

1. To explore the core religions named in each Key Stage:
 EYFS - Christianity plus aspects of two other world religions
 KS1 - Buddhism and Christianity
 KS2 - Christianity, Hinduism and Judaism (plus a study of Islam in Y6) and to refer to selected aspects of Judaism, the school's chosen supplementary religion.

To understand that some ideas and practices are characteristic of most religions, e.g. belief, worship, holy books, moral codes, commitment and values.

To focus on key features, worship, belief, deity, authority commitment.

2. To contribute to the spiritual, moral, social and cultural development of the pupils by:
 - a) Encouraging pupils to listen to and appreciate the points of view of others.
 - b) Sharing their own feelings and experiences.
 - c) Exploring their own values and those of others.
 - d) Demonstrating care and responsibility within the school environment by obeying school rules.
 - e) Asking questions about life and living.
3. To learn about religions by exploring their historical context and by encountering key objects, people, places and activities associated with Religious Education and discussing their purpose and function.

Curriculum Organisation

The R.E. curriculum will be delivered as a discrete subject to individual year groups, but there will also be opportunities for R.E. activities where links can clearly be made to the current class topics.

- RE is planned and taught in accordance with the Durham Agreed Syllabus for Religious Education (Revised 2020)
- RE can either be taught weekly or in a block of lessons over a short period of time. Assemblies, the celebration of key festivals throughout the year, visitors to the school and educational visits also contribute to the teaching of RE.
- Planning for RE follows a yearly cycle (see long term planning cycle)

Equality of Opportunity

Sherburn Primary School is committed to providing an environment which promotes equal learning opportunities for all pupils irrespective of religion, culture, gender or special educational needs.

In accordance with the 1988 Education Act we acknowledge that RE should be taught to all pupils in full time education, except for those pupils who are withdrawn at the wish of their parents.

Differentiation

Differentiation will take place in numerous ways, for instance:

- context of lessons: pictures, writing, diagrams.
- quantity and level of difficulty of the lesson content.
- teaching resources employed: e.g. worksheets and books.
- teacher input: i.e. the amount of instruction, guidance and independence given to pupils. The school will undertake to ensure that it makes available the full Religious Education Curriculum to pupils having special educational needs, subject to their individual abilities.

Assessment

Assessment takes place at the end of each unit of work. The children are assessed against expected outcomes. When assessing work teachers should give careful consideration to children's verbal responses during class and group discussions and the quality of their written work when interpreting stories.

Assessment will be based upon the Benchmark Expectations in the Agreed Syllabus 2020 and should cover both Knowledge and Understanding and Critical Thinking in the course of the year. Assessment should be meaningful and manageable and should not create an unnecessary burden for either pupils or teachers.

Personal, Social and Health Education and Citizenship (PSHCE)

Religious education contributes to PSHCE and to the understanding of children's rights and responsibilities by giving them the opportunity to:

- Recognise the importance of feelings and emotions;
- Understand and respect different points of view;
- Listen carefully to others;
- Take an active part in discussion and debate;
- Make judgements based upon their knowledge of right and wrong (moral rules)
- Recognise the effects of actions, both good and bad.

The Right of Withdrawal

Under the terms of the ERA, parents have the right to request the withdrawal of their children, either wholly or partially, from the teaching of Religious Education without explanation.

In order to avoid misunderstanding and in compliance with the Authority's request, the school will seek to establish the following with the parent:

- a working understanding of the religious issues surrounding a requested withdrawal.
- the practical implications of the withdrawal.
- the reasonableness of accommodating the parental wishes. The school would wish parents to be aware however, that due to the integrated nature of the Primary Curriculum, there may be instances where questions of a religious nature arise outside of planned R.E. lessons. In such instances it would clearly be inappropriate to withdraw a child.

Policy September 2020 S Cornforth RE Lead

Agreed by Curriculum Committee of Governing Body October 2020

Next Review October 2022

Reviewed October 2022 Next Review October 2024

R.E. CURRICULUM MAP

	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
Reception	Let's find out about Harvest. Let's find out about Divali.	Let's find out about the Christmas story.	Let's find out about Christian baptism. Let's hear some stories Jesus told.	Let's find out about the Easter story.	Let's find out about holy books.
Year 1	What can we find out about Christianity from visiting a church? What do Christians believe about God?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	What can we find out about Buddha?
Year 2	Why is the Bible special to Christians? What can we learn from the story of St. Cuthbert?	How and why is light important at Christmas?	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs?
					What can we learn about our local faith communities?
Year 3	What do Hindus believe? How and why do Hindus celebrate Divali?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	How do Hindus worship at home and at the mandir?
Year 4	What do we know about the Bible and why is it important to Christians?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	How and why do people show care for others?
					Why do people visit Durham Cathedral today?
Year 5	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed at home?
					Why do people use rituals today?
Year 6	What can we learn about religious diversity in our area?	What do the gospels tell us about the birth of Jesus?	How and why do people care about the environment?	Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts) Statutory Bridging Unit
	What can we find out about our local Muslim community?				
Other core religions		Christianity	Diversity unit	Thematic unit	Whole school approach

BENCHMARK EXPECTATIONS - KNOWLEDGE AND UNDERSTANDING

Knowledge and Understanding of specific religious and non-religious worldviews will become deeper, more complex and more comprehensive across the year groups and key stages. This will include the use of specialised vocabulary and making connections between concepts. **Knowledge and Understanding** of similarities and differences between and within religious and non-religious worldviews will become increasingly sophisticated.

Expectations by Age 7	Expectations by Age 9	Expectations by Age 11
<p>Pupils will:</p> <p>Have simple knowledge of some of the beliefs, teaching / stories and practices of specific religions studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people. Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>	<p>Pupils will:</p> <p>Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities.</p> <p>Begin to form a framework of connections between these concepts by making some links between them. Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Pupils will:</p> <p>Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and nonreligious worldviews. Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.</p> <p>Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them.</p>

BENCHMARK EXPECTATIONS - CRITICAL THINKING

Critical Thinking requires pupils to become increasingly sophisticated in analysing and evaluating questions raised by religious and non-religious worldviews, their beliefs, practices and their significance and influence.

This involves working with increasingly complex information and types of evidence. It includes understanding that there are differing perspectives about the complex questions and issues which relate to beliefs and ways of living in our world today. **Critical Thinking** involves grappling with the controversial nature of religious and non-religious worldviews.

Expectations by Age 7	Expectations by Age 9	Expectations by Age 11
<p>In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p>	<p>In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons.</p> <p>They recognise that others may think differently and have different opinions.</p> <p><i>Plausible = reasonable or probable without necessarily being so, persuasive</i></p>	<p>In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up.</p> <p>Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument).</p> <p><i>Sound = reliable, competent.</i></p>

Guidance

Cross Curricular Links

As well as making its own distinctive contribution to the school curriculum RE contributes directly and indirectly through its content, concepts, skills and learning experiences to the programmes of study of other National Curriculum subjects.

English - Through the development of religious language and vocabulary, and by the use of story to explore themes such as forgiveness or commitment and through the use of language for different purposes e.g. prayers, vows and statements of belief. Reading and writing are essential to the process of finding out about and communicating an understanding of RE. Discussion, drama and role-play are all aspects of the NC programme of study for Speaking and Listening and are important ways for children to develop their understanding that people have different perspectives on the world.

RE Focus – To explore the role of Jesus as a storyteller and to reflect upon and explain possible interpretations of some of the parables.

Literacy Focus – To explore what makes a good story; to plan and make a book for a particular audience.

Mathematics – Through awareness of the links between religion and mathematics in ancient religious traditions e.g. Greece, and in living faiths e.g. Islam. Children can use graphs and pie charts to present data and distance and scale when exploring pilgrimage.

Science - Through topics related to light, colour, sound, seasonal change, creation, the natural world and ourselves. Through the discussion of ethical and religious issues.

RE Focus – To explore the importance of myth in demonstrating religious beliefs and values about the environment.

Science Focus – To recognise the ways in which the environment needs to be protected and to reflect upon how this can be done.

Art and Music - Through exploration of religious symbols and imagery in works of art. Through exploration of religious beliefs and expressions in art and music. Through an appreciation of colour and design in artefacts and religious buildings, and of art and music in religious traditions.

Technology - Through the exploration of buildings and artefacts and the importance of shape and design. Through making 3D models for display.

I.T.- Through drafting and re-drafting work on the computer. Use of search engines and Internet sites to research aspects of the world religions.

Geography - Through a local study linked to Durham Cathedral or other sites of interest e.g. Bede's World combining R.E. with History and Geography.

History - Through placing traditions and living practices in their historical context by using artefacts as a primary source. Through topic related work e.g. the Victorians lends itself to a study of Lord Shaftesbury, Florence Nightingale, John Wesley and Methodism.

Multi-cultural Education - Through the study of principal world religions represented in Great Britain.

Religious Education also addresses cross-curricular themes and dimensions:

- Spiritual, moral, social and cultural development.
- Citizenship.
- Environmental / ecological education.

Spiritual, moral, social and cultural development

Religious Education contributes to the spiritual, moral, social and cultural development of pupils through:

- The subject matter that is delivered.
- Through the process of teaching and learning that takes place in the classroom, i.e. actively engaging the pupils with the materials studied. Pupils will be encouraged to:
 1. Share their own feelings and experiences in a variety of ways.
 2. Learn to listen to and appreciate the points of view of others
 3. Reflect on religious ideas in a personal search for meaning and understanding.
 4. Explore their own values and those of others.
 5. Appreciate silence and the value of stillness.
 6. Ask ultimate questions about life and living.
 7. Demonstrate care and responsibility for their environment.
 8. Follow the school code of ethics.

Teaching and Learning Styles

In presenting the subject, a variety of methods will be utilised as follows:

- Teacher presentation, including story telling - sacred and secular.
- Class discussion and debate.
- Question and answer sessions.
- Experiential learning, reflection and empathy.
- Role-play.
- Working individually, in pairs and in groups.
- `Hands on` work such as handling artefacts, modelling and listening to sounds.
- Writing factual accounts, empathy work, and postcards from journeys.
- Writing guidebooks for churches, poetry, eye witness accounts, newspaper reports, diaries.
- Use of reference materials.
- Exploring religious art e.g. stained glass windows, Hindu deities.

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GENERAL LEARNING EXPERIENCES IN RELIGIOUS EDUCATION, APPLICABLE TO ALL KEY STAGES.

Learning experiences relating to both attainment targets are included in the programme of study at each Key Stage. There are however some that can apply at all Key Stages. These learning experiences are an important aspect of continuity in religious education. They are foremost in encouraging the pupils to appreciate the relevance of religion to believers and in many areas of life. They have the capacity to encourage the pupils to learn from religion and to gain personal as well as religious moral insight.

Direct Experience

- **Visits:** to places of worship and religious interest: field study trips, environmental trails, art galleries and museums.
- **Visitors:** inviting a member of faith community or denomination to talk, answer questions and be interviewed on specially identified topics; church leaders to talk about their work and role, to explain the significance of ceremony and worship.
- **Events:** media coverage of religious events, showing the local, national and world-wide impact of religion or the work of charitable organisations and people motivated by religious values; Remembrance Day Commemoration or special services of thanksgiving could be included.
- **Artefacts:** a primary source providing visible and tangible evidence of belief and practice and which can motivate and excite the senses. The living religion brought into the classroom for the pupils to observe and consider the beliefs behind the symbolism.

Engaging the senses:

Seeing: photographs, video extracts, icons, religious art, stained glass...

Hearing: religious sounds such as the Muezzin calling Muslims to prayer...

Smelling: incense, burning candles.

Touching: artefacts.

Tasting: festival food

Expression:

- **Music, dance, drama and role-play:** as expressions of belief and performed by the pupils to make use of the imagination and encourage creativity; class plays.

- **Making:** festival food and cards, artefacts, tableaux, displays, models, photographic exhibitions, a Festival Day, relevant and contemporary issues, controversial issues.
- **Discussion:** talking about questions of meaning, reporting interviews with visitors, giving views and responses, debate. Increasingly introduce discursive discussion.
- **Writing:** creative writing, an opinions board, written reports, writing prayers, poetry, projects, posters.
- **Silence and reflection:** periods of stillness and quiet, listening to others, thinking about expressions of feelings and emotions, observing nature and the environment.
- **Information Technology:** presentation of work, research using the Internet.

Symbolism:

- **Literature:** story - both religious and non-religious - myths, legends, saga, narrative, sacred writings, psalms, hymns: imagery in religious language to learn to distinguish literature and non-literal truth, language of prayer, liturgy, vows, technical terms and religious vocabulary.
- **The Arts:** expressions of religious beliefs, feelings and emotions in religious paintings, icons, and music.
- **Religious symbols:** graphics, badges, flags, colour, gestures in ritual and worship.

It is important to provide pupils with the opportunity to be actively involved in and to participate in their learning.

These learning experiences should be reflected in schemes of work and lessons

ARTEFACTS

Judaism

Seder Plate
Torah (sefer) scrolls deluxe
Kippah (Yamulke skull cap)
Mezuzah Case
Mezuzah Facsimile
Dreidle for sweets
Chanukiyah

Buddhism

Prayer Wheel
Prayer Beads
Incense Sticks
Incense Holders
Bodhisattva Cards
Wheel of Life Poster
Tibetan Music Tape
Buddha Image
Buddhist Festivals
Buddhist Stories Retold

Hinduism

Puja set
Deva lamp
Prayer Beads
Divali Card
Aum
Joss Sticks
Radha Krishna
Mendhi kit, henna and designs.
Kum Kum Powder
Lakshmi Plastic
Rama Sita Med
Dancing Sticks
Hanuman Brass Murti
Rangoli Pattern Stencils

Sikhism

Prayer Beads
Khanda
Kara
Kangha
Kirpan
Starched Turban Posters:
 Golden Temple
 Guru Nanak
 Guru Gobind Singh
 Sikh Festivals
Tape of Sikh music
Nitnem (Holy Writings)
Video: The Gurdwara

Christianity

Crucifix
Bible
Baptismal Candle
Certificate of Baptism
Certificate of Confirmation
Certificate of First Communion
Incense
Rosary