TANKERSLEY C of E (A) PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

"Guide me in your truth and teach me, for you are God my saviour and my hope is in you all day long."

Our vision is to:

- ***Love our learning.***
- ***Know that God is with us, loves us and has a plan for us.***
- ***Make the world a better place.***

We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful

Updated September 2024

Next review September 2026

School Vision for the RE Curriculum

Our School Vision Prayer

"Guide me in your truth and teach me,
for you are God my Saviour and my hope is in you all day long."

Our vision is to:
Love our learning.
Know that God is with us, loves us and has a plan for us.
Make the world a better place.

Through this vision, we aspire to help all our children to:
Aim high and have self-belief
Have community spirit
Be enterprising
Have enquiring minds
Be respectful

"Guide me in your truth and teach me, for you are God my Saviour and my hope is in you all day long." Psalm 25 v5



Our vision is to:

- Love our learning.
- Know that God is with us, loves us and has a plan for us.
- Make the world a better place.

This vision, along with our core aims, drive our curriculum intent and implementation in RE. Our curriculum is delivered through a strong enquiry based approach with opportunities built in for children to engage with the subject and see things in a new light. Our RE lessons provide opportunities for participation that include visual, auditory and kinaesthetic experiences and explore life's big questions.

Introductory Statement

Through Religious Education, children have the opportunity to explore their own experiences, the world around them and their relationships with others. Children also have the opportunity to gain knowledge of Christianity as a world faith and to reflect upon what they learn in RE impacts their own lives as well as develop their knowledge and understanding of other world faiths: Judaism, Islam and Hinduism. They also learn about Humanism- a non-religious world view.

This policy outlines the teaching, organisation, and management of Religious Education (RE) at Tankersley St Peter's C of E Primary School.

Our R.E Syllabus uses the "Understanding Christianity" programme and enquiry based themes (in line with the Diocese of Sheffield - see the Diocese of Sheffield Guidance). Staff have been trained to deliver the programme of learning to staff in school.

Intent

Our aims of Religious Education are:

1) To promote the spiritual, moral and cultural development of pupils.
2) To encourage a reflective attitude to life and an awareness of and ability to respond to mystery, awe and wonder using an enquiry based planning model.
3) To foster an enquiring and responsible approach to life.
4) To foster personal, intellectual and moral integrity.
5) To develop a respectful and responsible attitude towards the world in which we live.
6) To develop pupils' spiritual awareness and to encourage them to explore and think about life itself.
7) To develop pupils' knowledge and understanding of the key ideas, beliefs, symbols and practices in Christianity and other world faiths.
8) To introduce the literature and key people of different religions.
9) To help children to understand what it means to hold a religious view of life.
10) To promote a tolerance and sensitivity towards those with religious beliefs different from one's own and to be open to learning form others.
11) To be able to articulate feelings and beliefs.

TANKERSLEY ST PETER'S C OF E PRIMARY SCHOOL
CURRICULUM INTENT – RELIGIOUS EDUCATION

Whole School RE Curriculum Overview

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Foundation	**Comparing Religions – Belonging** What does it mean to be part of a family?	**Hinduism** Why do Hindus celebrate Diwali?	**Christianity – God / Creation** How can we care for our wonderful world?	**Christianity – Salvation** Why do Christians put a cross in an Easter Garden?	**Comparing Religions – Symbols** What do religious symbols mean?	**Christianity** What does Jesus teach us about helping others?
Year 1	**Christianity – God** What do Christians believe God is like?	**Christianity – Incarnation** Why does Christmas matter to Christians?	**Islam** What do Muslims believe?	**Christianity – Salvation** Why does Easter matter to Christians?	**Christianity – Gospel** What is the Good News that Jesus brings?	**Islam** How do Muslims worship God?
Year 2	**Christianity – God** What do Christians believe God is like? (digging deeper)	**Judaism / Christianity** Why do Jewish people celebrate Hanukkah? Why does Christmas matter to Christians? (digging deeper)	**Christianity – Creation** Who made the world?	**Christianity – Salvation** Why does Easter matter to Christians? (digging deeper)	**Judaism** How do Jewish people worship God?	**Judaism** How do Jewish people celebrate their faith?
Year 3	**Islam** Why are the Five Pillars of Islam important to Muslims?	**Hinduism** What do Hindus believe?	**Christianity – Creation / Fall** What do Christians learn from the Creation story?	**Christianity – Salvation** Why do Christians call the day Jesus died Good Friday?	**Christianity – Incarnation / God** What is the Trinity?	**Christianity** Why do Christians read the Bible?
Year 4	**Christianity – People of God** What is it like to follow God?	**Christianity - Gospel** What kind of world did Jesus want?	**Judaism / Christianity** Who are the People of God?	**Judaism** How do Jewish people practise their faith?	**Humanism / Non-religious world views** What do humanists believe?	**Christianity – Kingdom of God** What was the impact of Pentecost?
Year 5	**Christianity – God** What does it mean if God is holy and loving?	**Christianity** What is the Church?	**Christianity – Creation / Fall** Faith and Science - conflicting or complimentary?	**Christianity – Salvation** What did Jesus do to save human beings?	**Islam** How do Muslims practise their faith?	**Hinduism** How do Hindus practise their faith?
Year 6	**Christianity – People of God** How can following God bring freedom and justice?	**Christianity – Kingdom of God** What kind of king is Jesus?	**Humanism / Non-religious world views** How do humanists help to make the world a better place?	**Christianity – Salvation** Did Jesus really rise from the dead?	**Christianity – Salvation** What difference does the resurrection make to Christians?	**Judaism** What does it mean to be Jewish today?

Implementation

The Understanding Christianity programme forms the backbone of our RE syllabus and is used to plan our lessons on the Christian faith. We use the Barnsley Agreed Syllabus to plan lessons on Hinduism (Reception, Year 3 and Year 5), Judaism (Year 2, Year 4 and Year 6) and Islam (Year 1, Year 3 and Year 5). The schemes of work, that have recently been updated, take into account that, as an Aided Church of England school, the depth and understanding of Christianity taught is increased, while maintaining the breadth of other religions. The learning addresses both the following areas, 'learning about religion' and 'learning from religion'. This is planned using the enquiry method of learning developing the children as independent thinkers encouraging a deeper understanding of key themes. Each lesson is planned around a key question which the children then explore using a variety of learning styles. Examples of the enquiry style of planning can be found in the RE subject portfolio.

YEAR 6 – BUTTERFLY LIONS		AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Main Enquiry Question	**PEOPLE OF GOD** How can following God bring freedom and justice?	**KINGDOM OF GOD** What kind of king is Jesus?	**HUMANISM** How do humanists help to make the world a better place?	**SALVATION** Did Jesus really rise from the dead?	**SALVATION** What difference does the resurrection make to Christians?	**JUDAISM** What does it mean to be Jewish today?
	Sequence of Learning	• What do the concepts of freedom and justice mean? • Is the world a just place? • Do you think God is just? • How did Jesus's death bring us freedom? • How did God use Moses to bring about freedom and justice? • What mistakes did Moses make? • Why were the Ten Commandments important and are they still relevant today? • Do you think that God was right to forgive David? • What mistake did David make? • How did God use David to bring about freedom and justice? • Why does God using broken and flawed people to do great things show us about his character? • How do Christians campaign for freedom and justice today? • What is agape love? • What are human rights? • How do Christians promote and uphold human rights? • How can following God bring freedom and justice?	• What attributes and qualities would you expect a king to have? • What qualities does Jesus have? • What makes Jesus different from any other kings? • What is the Sermon on the Mount? • What would Jesus make of the world today? • How did Jesus fulfil his role as the Messiah? • What does the Kingdom of God mean? • What are the Church of England's Five Marks of Mission? • What does it mean to be an ambassador for Jesus? • Do we have a responsibility to help build God's Kingdom? • If so, how do we do it?	• What do many humanists believe about making a difference? • What are the stories of the starfish thrower and hummingbird and what values do they teach us? • What story could you write that might be useful for a humanist parent to read to their children? • Who is Angela Gorman and what does she believe? • How does she put her beliefs into practice? • How does humanism compare with Christianity, Islam, Judaism and Hinduism? • What defines your own set of values? • Which religion or world view influences you the most?	• What does the Bible say about Jesus's resurrection? • What are the different resurrection accounts in the four Gospels? • What is the timeline of events in the resurrection accounts? • What do the resurrection accounts mean? • What is the key evidence that supports the fact that Jesus rose from the dead? • Why might some people find the resurrection inspiring or difficult?	• How did people respond to the resurrection of Jesus? • After examining the evidence, what do you think really happened to Jesus and why? • What do Christians believe happens to us when we die? • How does the resurrection of Jesus give Christians hope today? • Do you think there is life after death? Why / why not?	• Why is the Torah so important to Jewish people? • How do Jewish people show respect for the Torah? • What are Orthodox, Reformed and Secular Jews? • What are the main differences between them? • How does being Orthodox, Reformed or secular affect how Jewish people live out their faith? • What do the 'foot festivals' mean in Judaism today? • Who was Anne Frank and how might her Jewish faith have given her courage? • How do Jewish people today help to make the world a better place?
Learning Outcomes	Learning about religion & Making sense of the text	Pupils can explain how God used Moses and David, despite their flaws, to bring freedom and justice to others.	Pupils can use stories from the Bible to explore what kind of king Jesus is (e.g. servant king, powerful king, loving king, wise king etc.).	Pupils can retell the starfish thrower and hummingbird stories and explain what key values they teach us.	Pupils can describe and analyse the resurrection accounts in the Gospels.	Pupils can describe what Christians believe happens when we die.	Pupils can describe the 'foot festivals.'
	Understanding the Impact	Pupils can explain ways in which some Christians put their beliefs into practice by trying to bring freedom and justice to others.	Pupils can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.	Pupils can describe who Angela Gorman is and explain how her humanist beliefs help her in trying to live a good life.	Pupils can explain the impact that Jesus had on a range of different people in the Gospels and can reflect on the effect that his death and resurrection might have had on them?	Pupils can understand the impact that belief in the resurrection has on Christians, and can explain how Jesus's resurrection gives them hope.	Pupils can give examples of how Jewish people live out their faith today.
	Making Connections	Pupils can reflect on why God chooses to use broken and flawed people to do great things and explain what impact that has on them?	Pupils can identify ideas and ways in which they can be 'ambassadors for Jesus' and help build God's Kingdom today.	Pupils can compare and contrast humanism with the world religions and consider what defines their own personal values.	Pupils can explain the evidence for and against Jesus rising from the dead and can come to their own conclusion about what happened to Jesus.	Pupils can form their own conclusions about Jesus's resurrection, and can consider the difference that it makes to their lives and to their beliefs about life after death.	Pupils can reflect on the impact that being religious can have on how you live your life and what you feel your purpose is.

Early Years Foundation Stage

During the Early Years Foundation Stage, children are beginning to develop concepts of themselves and the world around them. Religious Education makes an active contribution to all of the areas in the Early Learning Goals but has a particularly important contribution to…

- Personal, Social and Emotional Development
- Communication and Language
- Understanding the World
- Expressive Arts and Design

Religious Education is taught through adult focus activities, for example, circle times, looking at power points, interpreting stories from the Bible and learning about other religions and cultures. Other learning strategies include role play and reflection. We provide enhancements indoors and outdoors, which allow the children to explore ideas and feelings in their child initiated play.

Through the Understanding Christianity scheme, children in Foundation Stage explore the following questions:

- How can we care for our wonderful world?
- Why do Christians put a cross in an Easter garden?
- What does Jesus teach us about helping others?

Key Stage 1

Through the Understanding Christianity scheme, we explore the following main questions with children in Class 1 and 2:

- What do Christians believe God is like?
- Why does Christmas matter to Christians?
- Who made the World?
- Why does Easter matter to Christians?
- What is the Good News that Jesus brings?

In addition to this, we introduce children to Hinduism in FS2, looking at the festival of Diwali including the story of Rama and Sita, and we look at who Brahman is and the different ways he can be represented. In Class 1 we introduce the children to Islam and learn about the where and how Muslims worship, the Qu'ran, the festival of Eid-ul-Fitr Fitr. Children also compare the similarities and differences between a church and a mosque. In Class 2, we introduce the children to Judaism, looking at the role of a Rabbi and how Hanukkah is celebrated as well as learning about how Jews worship. Children also learn about Menorah lamps and why they are important to Jews.

Lower Key Stage 2

Through the Understanding Christianity scheme, we explore the following main questions with children in Class 3 and 4:

- What do Christians learn from the Creation story?
- What kind of world did Jesus want?
- Why do Christians call the day Jesus died Good Friday?
- What is it like to follow God?
- What is the Trinity?
- When Jesus left, what was the impact of Pentecost?

In Year 3 we look at how Muslims worship, what Mosques are like and what the 5 pillars of Islam are. We also build on the children's knowledge of Hinduism, looking at the three gods in the Trimurti and what a Mandir is like. Class 3 & 4 go on a trip to a Mosque, Synagogue and Mandir in Bradford to enhance their understanding of Islam, Judaism and Hinduism.

In Class 4 the children learn about Judaism, building on what they learned in KS1. Children learn about the common heritage of Judaism and Christianity through Abraham, Isaac, Jacob, Joseph & Moses. They learn about the Passover and understand how it links to Jesus. We also learn more about Synagogues and the class get the opportunity to visit one to enhance their learning. The pupils are introduced to Humanism and learn about key humanist values.

Upper Key Stage 2

Through the Understanding Christianity scheme, we explore the following main questions with children in Class 5 and 6:

- What does it mean if God is holy and loving?
- What is the Church?
- Faith and Science - conflicting or complimentary?
- What did Jesus do to save human beings?
- How can following God bring freedom and justice?
- What kind of king is Jesus?
- Did Jesus really rise from the dead?
- What difference does the resurrection make for Christians?

In addition to this, in Class 5 we do some more work on Hinduism and Islam. We look at how Muslims practise their faith, explore what religious extremism is and why Muslims can sometimes be treated unfairly. In Class 5 we also consider different denominations of Christianity, including Catholicism, Methodists and Baptists, as well as learning more about the Anglican Church.

In Class 6 we learn about what it means to be Jewish today and how Humanists make the world a better place.

Impact

At Tankersley St Peter's C of E Primary School, our pupils reflect on their learning across the RE curriculum and showcase the progress they have made.

In RE tasks are collected and described in the EYFS and Y1 floor book. The work is chosen to illustrate achievement and progress in the class. A floor book gives the teacher and class a way of recording snapshots of learning and achievement from a whole class in a highly visual and accessible format. Small groups can sit on the floor around the book and remember, reinforce and improve their learning.

In Y2, the floor book is used as a focus tool for whole class reflection. The children talk together about their knowledge and understanding, then do an individual reflective task at the end of a sequence of learning. Children capture some details of what key knowledge they have remembered and record this on a post-it note.
Children are invited to come and look at images from their learning. The teacher may prompt the conversation by asking, "Tell me about your learning," Where necessary the teacher may scribe for less able pupils and record their verbal responses.

In Y3, 4, 5 and 6 we use our end of sequence 'Sparkle and Shine' sheets to demonstrate our depth of knowledge and understanding. Pupils are encouraged to 'sparkle and shine' with their knowledge about the topics they have studied along with reflection using the key vocabulary learned from their glossaries. This supports retention of important knowledge and also helps teachers to assess the impact and to close gaps in knowledge where appropriate.

Flashcards with key words and their definitions are regularly used in all year groups to help pupils revise and embed their previous knowledge.

Special Educational Needs

Learning objectives, materials, resources and organisation enable all children to participate fully in RE taking into account their specific needs.

Equal Opportunities

All children will be encouraged to take an active and equal part in all aspects of Religious Education. Through effective planning, children will be provided with the opportunity to develop their knowledge and understanding of RE in contexts appropriate to their needs and experiences.

Developing and Monitoring the R.E Curriculum

The Curriculum has been planned and developed within and between Key Stages to ensure breadth and progression. It has and will be developed as necessary when new information is received.
R.E is monitored in the following ways:

1) Through examination of planning by the coordinator to ensure coverage, progression and differentiation.
2) Through the examination of children's work.

Resources

Resources are stored in the RE resources area to facilitate enquiry planning and in classrooms. There are class sets of Bibles, teaching resources, ICT based resources and topic boxes containing artefacts.

Role of the RE Subject Leader

a) To keep up to date as far as possible and pass information on to other members of staff.
b) To coordinate this subject, where necessary, to ensure coverage and progression throughout school.
c) To monitor planning for coverage, progression and differentiation by examining plans and giving feedback to staff as necessary.
d) To monitor coverage, progression and differentiation by examining children's work, giving feedback to staff as necessary.
e) To note and act upon any development needs identified through the monitoring process.
f) To take a leading role in meeting concerned with R.E.
g) To oversee resources and coordinate new purchasing.
h) To update policy documents when necessary.

Right to Withdraw

It is a parent's right to withdraw their child/children from all or part of RE and Collective Worship. Parents should speak to the Head teacher if they wish to withdraw their child from Religious Education.

Updated September 2024 – Y. Cooper (R.E. Subject Lead)
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