

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 2022

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School vision for the RE curriculum

Our vision is to: love our learning, know that God is with us, loves us and has a plan for us, and make the world a better place. Our core aims as a school are: aiming high and self-belief, community spirit, enterprise, enquiry and respect.'

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.

As part of the school's drive to ensure all subjects are given equal status, and to provide a broad and balanced curriculum, the school has a 3 year subject overview as part of the Subject in the Spotlight. This involves each subject lead writing an action plan for this subject area and monitoring their subject area through work scrutiny, developing a portfolio of subject progression and celebration in the subject as well as dedicated time for whole school display.

Introductory Statement

Through Religious Education children have the opportunity to explore their own experiences, themselves, the world around them and their relationships with others. Children also have the opportunity to gain knowledge of Christianity as a world faith which has had profound influence upon their environment and culture. They also have the opportunity to develop their knowledge and understanding of other world faiths.

This policy outlines the teaching, organisation, and management of Religious Education (RE) at Tankersley.

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). Key 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 a 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 religion.
- 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 from others.
- 11) To be able to articulate feelings and beliefs.

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), Buddhism (Year 1 & Year 4), Judaism (Year 2 & Year 4), Islam (Year 3 & Year 5) and Sikhism (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.

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:

- Why is the word 'God' so important to Christians?
- Why do Christians perform nativity plays at Christmas?
- Why do Christians put a cross in an Easter garden?

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?
- What do Christians learn from the Creation story?

In addition to this, we introduce children to Hinduism in Class 1, 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 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 as well as learning about the story of Joseph.

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 addition to this, we introduce children to Islam in Class 3, looking 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 go on a trip to a Mosque and Mandir in Bradford to enhance their understanding of Islam 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.

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?
- Creation and Science - conflicting or complimentary?
- What did Jesus do to save human beings?
- How can following God bring freedom and justice?
- What would Jesus do?
- Was Jesus the Messiah?
- What kind of king is Jesus?

- What difference does the resurrection make for Christians?

In addition to this, in Class 5 we do some more work on Islam, looking at the countries across the world that have the most Muslims. We also look at fasting and how Muslims atone for their sins. Finally, we 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 compare Christianity with Islam and Judaism and consider what is different about Christianity. We also explore what evangelism is and why Christians feel it is important to share their faith.

Impact

Assessment is carried out using half-termly key statements which link to each topic. Children are judged to be 'Working Towards', 'Expected Standard' or 'Greater Depth' in each of these six standards for each year group. These judgements are based on teacher assessment from a variety of pieces of work and also the oral contributions of children in class. We have introduced new pupil reflection sheets this year for each topic which will more accurately demonstrate what children have learnt. The data is then analysed by the R.E. subject lead to show attainment in R.E. across the school.

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 2022 – A. Townsend (R.E. Subject Lead)

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