



# Policy for Religious Education

Adopted March 2016, March 2019

Next review March 2022

## Rationale

At All Saints School we understand Religious Education to be an essential part of our school's curriculum, which will make a distinctive contribution to each child's development, both individual and social. We follow the syllabus which is authorised for use in maintained schools by the Standing Advisory Council for RE (SACRE) for five years from 1<sup>st</sup> September 2019. The syllabus uses and reflects the Curriculum Framework for RE in England published by the RE Council in 2013. However, it adapts this non-statutory guidance to respond to local needs and experience

## Our Aims

Following the guidance from SACRE, the aims of R.E. at All Saints School should help pupils to achieve a broad and balanced curriculum through three specific aspects:

- To investigate the **beliefs and practices of religions and other world views**;
- To investigate how religions and other world views address **questions of meaning, purpose and value**;
- To investigate how religions and other world views influence **morality, identity and diversity**.

## Objectives

### **Foundation Stage**

Pupils should encounter religions and other world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories from a range of different religions and world views. Pupils should be introduced to subject specific words and use all their senses to encounter beliefs and practices. They should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity.

The RE Resources Hub suggests the following units of work to fulfil these aims and objectives:

- F1 Where do we live and who lives there?
- F2 How do Christians celebrate Christmas?
- F3 What makes a good helper?
- F4 What can we see in our wonderful world?
- F5 Who and what are special to us?

## Key Stage 1

Pupils should develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong, and begin to respond with their own views.

Teaching and learning should be focused around **Christianity** and **Islam**, alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.

The RE Resources Hub suggests the following units of work to fulfil these aims and objectives

### Year 1

#### A. Beliefs and practices of religions and other world views

- 1.1 Why are stories important?
- 1.2 Why do we celebrate special occasions?

#### B. Questions of meaning, purpose and value

- 1.3 What does it mean to belong to a church or a mosque?

#### C. Questions of morality, identity and diversity

- 1.4 Why do we care about people?

### Year 2

#### A. Beliefs and practices of religions and other world views

- 2.1 How do Christians and Muslims celebrate new life?
- 2.2 How can we make good choices?

#### B. Questions of meaning, purpose and value

- 2.3 How and why do people pray?

#### C. Questions of morality, identity and diversity

- 2.4 How can we look after our planet?

## Key Stage 2

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

At Key Stage 2, teaching and learning should build on the KS1 focus around **Christianity** and **Islam**, and be extended to the study of **Judaism** and **Sikhism**, alongside developing understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice.

The RE Resources Hub suggests the following units of work to fulfil these aims and objectives

### **Year 3**

#### **A. Beliefs and practices of religions and other world views**

3.1 What does it mean to be a Jew?

3.2 Who can inspire us?

#### **B. Questions of meaning, purpose and value**

3.3 How are beliefs expressed through arts?

#### **C. Questions of morality, identity and diversity**

3.4 What do Christians believe about a good life?

### **Year 4**

#### **A. Beliefs and practices of religions and other world views**

4.1 How are important events remembered in ceremonies?

4.2 What words of wisdom can guide us?

#### **B. Questions of meaning, purpose and value**

4.3 What do creation stories tell us about our world?

#### **A. Questions of morality, identity and diversity**

4.4 What faiths make up our community?

### **Year 5**

#### **A. Beliefs and practices of religions and other world views**

5.1 Why are some places and journeys special?

5.2 What do we know about Islam?

#### **B. Questions of meaning, purpose and value**

5.3 Should we forgive others?

#### **C. Questions of morality, identity and diversity**

5.4 What matters most to believers?

### **Year 6**

#### **A. Beliefs and practices of religions and other world views**

6.1 What does it mean to be a Sikh?

6.2 How do Christians express their beliefs?

#### **B. Questions of meaning, purpose and value**

6.3 What is compassion?

#### **C. Questions of morality, identity and diversity**

6.4 How does growing up bring responsibilities and commitments?

## **Methodology**

R.E. should be taught through key questions, enquiry and investigation.

Each unit of work should focus around a key question related to the subject content of the syllabus. Enquiry and investigation of the key question should include at least three elements:

- An analysis of the question;
- A critical investigation of relevant beliefs, practices and ways of life;
- A reasoned and critical response.

## **Planning and Assessment**

Assessment in R.E. will be consistent with our school policy on assessment, and is necessary to ensure that each child's achievement can be identified and the next stage of each child's work planned; it will enable the children to reflect on their work and their achievements. Assessment will be based on the learning objectives identified when planning R.E., and is an essential part of teaching and learning. However it is difficult to assess one of the important aspects of R.E., that of children's attitudes. It is important to remember that:

- it is not appropriate to assess matters which children wish to keep to themselves;
- assessment is not a judgement on whether a child's own or family beliefs are right or wrong.

## **Recording and Reporting**

Records of the children's work and achievements are kept by the class teacher and an annual written report is made to parents.

## **Monitoring**

Work in R.E. will be monitored by the co-ordinator and the headteacher through discussion with staff, scrutiny of planning and children's work and classroom observations.

## **Resources**

We have a large range of resources for R.E. which are regularly updated.

## **Associated Policies**

S.E.N. and Inclusion  
PSHCE

Collective Worship  
Care and Control

Assessment, Recording and Reporting  
Positive Behaviour