

Grange Primary School



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Pursuing excellence for every child

Religious Education Policy

Date Completed: November 2022

Review Date:



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RE Policy



Curriculum Intent

RE is an important part of the curriculum. Teaching is relevant to the children's stage of development and experience. Children's spiritual, cultural and moral development is supported by encouraging self-awareness and respect. Children are given the opportunity to explore a variety different religions. Not just the key content, but ensure that we provide them with an understanding, awareness and an appreciation of cultural beliefs, values and processes that people follow within the different religions. Children will be able to value the reasons behind peoples' religious attitudes, beliefs and values even if it's different to their own and be independent enough to consider their own thoughts and beliefs.

Aspirations

This driver will ensure that our pupils are aware of a diverse range of career opportunities and the lifelong learning available to them. This will be achieved through aspirational speakers that visit our school and studying significant people within the curriculum.

Independence

Independence is the thread throughout all of our curriculum and is carefully nurtured through well planned lessons with some clear success criteria. Pupils are encouraged to seek out resources, practise, apply and develop skills as well as building resilience.

Characteristics of a Theologist

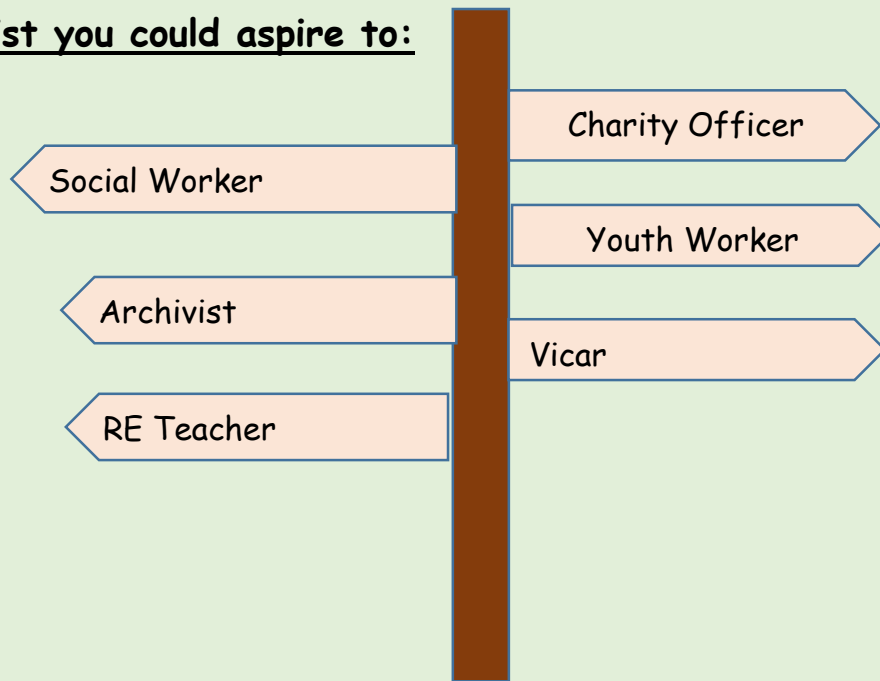
- A broad level of religious understanding and knowledge.
- A throughout engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A string understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Excellent independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Implementation

Our pupils should be able to organise their knowledge, skills and understanding around the following threshold concepts:

- Understand beliefs and teachings
- Understand practises and lifestyles
- Understand how beliefs are conveyed
- Reflect
- Understand values

As a Theologist you could aspire to:



Assessment

Through the explicit teaching of RE using the Lincolnshire Agreed Syllabus, both the teachers and the pupils assess their learning continuously throughout the lesson. Evidence is gathered mainly through observation, oral discussion and written tasks to support the teacher's awareness of the children's development. The evidence from lessons and activities to support the assessment should be presented in children's individual RE books. In EYFS class books / photographic evidence can be used instead of individual RE books, and should show children's understanding in a variety of ways such as child responses to key questions, photographs and examples of work. To show progression within RE books, each lesson taught should be dated and the learning challenge written to show the planning journey for each unit from the Lincolnshire Agreed Syllabus.

Progress will be checked at three assessment intervals throughout the year. Each teacher has a responsibility to maintain the RE books, and use it to provide evidence of children's understanding and development from each lesson. The regular opportunities for formative assessments should be ultimately used to assist teachers both in their planning and in their reporting to parents and governors.

EYFS

By the end of EYFS the children should be developing their self-awareness and respect in line with their PSED (Personal, social, emotional development). The EYFS Development Matters states that (PSED) is crucial for children to:

- *lead healthy and happy lives.*
- *important attachments that shape their social world.*
- *learn how to understand their own feelings and those of others.*
- *to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities.*
- *supported interaction with other children means they learn how to make good friendships, co-operate and resolve conflicts peaceably.*

These attributes will provide a secure platform from which children can achieve at school and in later life.

Skills

- Use their senses to examine objects / artefacts /resources.
- Understand that they are part of a community and to follow rules.
- Understand that communities have special times / religious festivals.
- Know that religious groups exist such as Christianity and Islam.
- Recognise some religious figures such as Jesus, Prophet Muhammad, vicar, imam.
- Recognise some places of worship such as church and mosque.
- Understand that some objects are important to religious groups such as cross, Sabha beads. Prayer mat.
- Listen to stories from a range of religions and important books.
- Listen to beliefs of how the world was created from a religious point of view.

Knowledge

The children will have started looking at Christianity and Islam beliefs in Reception (FS2).

FS1	FS2
My Senses <i>Introduction to the idea that we can learn about things using our senses; use a range of religious objects/artefacts/resources that engage the senses, e.g. incense, music, art, etc.</i>	Myself <i>Introduction people who belong to a religious group.</i>
	Special people to me <i>Discuss people who are important to members of a religious group e.g. Jesus, Prophet Muhammad, vicar, imam.</i>
My Friends <i>Introduction to the idea of community and the Golden Rule: treat others as you would want to be treated, which can be found in many religions.</i>	Our special places <i>Places of worship, e.g. church, mosque.</i>
	Our special things <i>Introduction to objects that are important to members of a religious group, e.g. cross, Sabha beads. Prayer mat, etc.</i>
Special times for me and others <i>Introduction to the idea of special times that bring people together as a community, e.g. religious festivals.</i>	Our special books <i>Look at stories from religions and important books for members of a religious group. Bible. Qur'an. Torah.</i>
	Our beautiful world <i>Introduction to stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment.</i>

By the end of year 1 and 2 theologians at Grange Primary School will have begun to explore the religions of Christianity and Islam. They will begin to show an understanding, awareness and appreciation of cultural beliefs, values and processes that people follow within these two religions. They will develop their skills and apply them independently, whilst using the language and vocabulary which is appropriate to their learning.

Most children by the end of year 1 and 2, at Grange Primary School, will be able to:

Year 1 and 2

Skills:

At the end of KS1 children should be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita) (B1). They should be making connections between key beliefs/concepts within and between belief traditions. They should recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness) (B2).

Children should be able to ask questions about the world around them (T1). They should be showing awareness of different approaches to understanding the world. Children should be able to make connections between using their senses and what they know about the world around them (T2). Children should be showing evidence of a process of reasoning, using reasons to support personal opinions about religions/beliefs (T3).

At the end of KS1 children should be able to identify that different people have different beliefs about the world around them (L1). They should be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world (L2). Children should show understanding of the way in which beliefs impact on the individual. For example, be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.) (L3). They should show understanding of the way in which community can impact on religious practice. Children should be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. Finally, be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage. (L4)

Knowledge:

God – Christianity Believing - What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. - What do stories in the New Testament tell Christians about Jesus? B1, B2 T1, T3	God – Islam Believing - How is Allah described in the Qur'an? - What do Muslims learn about Allah and their faith through the Qur'an? B1, B2 T1, T3	Places of worship Believing, Living, Thinking - Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice - i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam] B1, B2 L1, L2, L3, L4a, L4b T1, T2, T3
Community – Christianity Living - What do Christians do to express their beliefs? - Which celebrations are important to Christians? - What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world? B2 L2, L3, L4a, L4b T1, T3	Community – Islam Living - What do Muslims do to express their beliefs? - Which celebrations are important to Muslims? B2 L2, L3, L4a, L4b T1, T3	

Year 3 and 4

By the end of year 3 and 4 theologians at Grange Primary School will have explored the religions of Christianity and Islam. They will now begin to study the religion of Hinduism. They will show a greater understanding, awareness and appreciation of cultural beliefs, values and processes that people follow within these three religions. They will develop their skills and apply them independently, whilst using the language and vocabulary which is appropriate to their learning.

Most children by the end of year 3 and 4, at Grange Primary School, will be able to:

Skills:

At the end of LKS2 children should be able to explain what it means for a text/story to 'have authority' for a group of believers (B1). They should be making connections between key beliefs/concepts within and between belief traditions. They should be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha (B2).

They should be able to identify ways in which different people think about the world differently (T1). Children should be able to understand and begin to explain that there is a difference between believing and knowing (T2). They should be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists) (T3).

By the end of year 3 and 4 children should be able to describe the difference between 'beliefs' and 'religion' (L1). They should be able to identify ways in which religious practices vary depending on geographic, social, and cultural context (L2). They should be showing understanding of the way in which beliefs impact on the individual. They should be able to make connections between beliefs and the decisions an individual makes about how to live their life (L3). Children should be showing understanding of the way in which community can impact on religious practice. They should be able to explain at the importance of community within the religious/non-religious tradition studied. They should be able to explain connections between religious beliefs and worship as a community in at least two belief traditions (Hinduism, Christianity and / or Islam) (L4).

Knowledge:

God - Hinduism Believing [How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?] B1, B2a T2, T3	God - Islam Believing [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?] B1, B2a T2, T3	God - Christianity Believing [How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?] B1, B2a T2, T3	Big Questions (including Christianity): What does it mean to live a good life? Believing, Living, Thinking [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody] B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3
Community - Hinduism Living [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage	Community - Islam Living [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage	Community - Christianity Living [How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect	Pilgrimage (including Christianity) Believing, Living, Thinking [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem,

with/affect the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a T2, T2	with/affect the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a T2, T2	the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a T2, T2	Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage] B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3
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Year 5 and 6

By the end of year 5 and 6 theologians at Grange Primary School will have explored the religions of Christianity, Islam and Hinduism. They will show a broad understanding, awareness and appreciation of cultural beliefs, values and processes that people follow within these three religions. They will develop their skills and apply them independently, whilst using the language and vocabulary which is appropriate to their learning. In year 5 the children will have studied an additional unit on *'Expressing Beliefs through the arts (including Christianity) (Looking through the lenses of believing, thinking and living).'* In year 6 the children will have studied a further additional unit focusing on the question, *'Do you have to believe in God to be good?'* (Looking through the lenses of believing, thinking and living).

Most children by the end of year 5 and 6, at Grange Primary School, will be able to:

Skills:

Children should be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to. (B1) They should be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. Also they should be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories. (B2)

At the end of KS2 children should explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion (L1). They should explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world (L2). Children should be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values) (L3). They should also be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). Children should be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school) (L4).

Children should be able to analyse different ways in which people think about the world and make connections between this and their beliefs (T1). By the end of KS2 they should be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge' (T2). Finally, year 5 and 6 children should begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs (T3).

Knowledge:

Being Human - Hinduism Believing [How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals] B2a L2, L3 T2, T3	Being Human - Islam Believing [What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals] B2a L2, L3 T2, T3	Human - Christianity Believing [In what ways does the Bible teach Christians to treat others? How is this expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals] B2a L2, L3 T2, T3	Expressing Beliefs through the Arts (including Christianity) Believing, Living, Thinking [How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE] B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3
Do you have to believe in God to be good? Believing, Living, Thinking. (including Christianity): [Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good] B1, B2a, B2b L1, L2, L3, L4a, L4b T1, T2, T3	Life Journey - Hinduism/Islam Living [Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious claims are true or not - this unit considers whether their truth or otherwise actually matters - what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not] B1, B2a, B2b L2, L3, L4a, L4b T1	LAS Compulsory Life Journey - Christianity Living [How do Christians show they belong? Rites of passage; include other religions, e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true or not - this unit considers whether their truth or otherwise actually matters - what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not] B1, B2a, B2b L2, L3, L4a, L4b T1	

Equal opportunities:

The school believes that it is important for all children to have access to opportunities for spiritual development and awareness and for understanding of the great religious traditions.

Right to withdraw:

Each parent/carer has a right to withdraw their child (ren) from the teaching and learning of RE if it is contradictory to their own beliefs and values.

Links to EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas.

RE			
30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	• To be confident in talking to other children when playing and communicate freely about own home and community.
		Managing Feelings and Behaviour	• To be aware of own feelings and know that some actions and words can hurt others' feelings. • To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	• To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
	Understanding the World	People and Communities	• To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.
		The World	• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about why things happen and how things work.
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	• To be confident to speak to others about own needs, wants, interests and opinions. • To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	• To explain own knowledge and understanding, and ask appropriate questions of others.
	Understanding the World	People and Communities	• To enjoy joining in with family customs and routines.

ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
		Making Relationships	To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Understanding the World	People and Communities	To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.

Date ratified by the Governing Body: 13th July 2020

Next review date: July 2021

Chair of Governors Signature: _____