

RE Policy

RE Policy

The Willows Primary School

Intent

At The Willows Primary School, we engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. We want our children to develop a respect for other beliefs and religions, and appreciate and celebrate the diverse world in which they live.

Implementation

Our Religious Education curriculum is based on the expectation of the Stoke-on-Trent agreed syllabus and is designed to ensure progress and develop interest in our pupils. We focus on four main religions: Christianity, Islam, Judaism and Hinduism, as well as looking at the Humanist approach.

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Planning

When planning, teachers at The Willows consider how their teaching contributes towards the principal aim of RE in the local area, and how they help pupils to achieve the threefold aim.

Our agreed syllabus requires that all pupils learn from Christianity in each key stage. Teaching is informed by 'Understanding Christianity', which uses a spiral curriculum to embed and augment learning, building the foundations for pupils' understanding in RE as they move through school. Core Christian concepts, which tell the 'salvation narrative' or 'big story' of the Bible, are introduced and reinforced as children progress through the school.

In addition, pupils will learn from the principal religions represented in our school and in the UK, in line with the law. These are Islam, Hinduism, Sikhism, and Judaism. Children from families where non-religious worldviews are held are represented in almost all of our classrooms; these worldviews (including, for example, Humanism) will also be a focus for study. Our approach includes three elements which run through all of the RE units covered:

- Making sense of the text
- Understanding the impact
- Making connections

One religion is studied at a time in 'systematic' units, then 'thematic' units are included which build on learning by comparing the religions, beliefs and practices studied

EYFS: Christianity

Key Stage 1: Christianity, Judaism and Islam

Key Stage 2: Christianity, Judaism, Islam, Hinduism and Humanism.

In accordance with the Stoke-on-Trent Agreed Syllabus, pupils will study the following questions, focussing on one per half term:

EYFS:

- Being special: Where do we belong?
- Why is Christmas special for Christians?
- Why is the word 'God' so important to Christians?
- Why is Easter so special to Christians?
- What places are special and why?
- What times/stories are special and why?

Visit - St. Thomas' Church, Penkhull

Year 1:

- What does it mean to belong to a faith community?
- What do Christians believe God is like? (Understanding Christianity Concept: Gospel)
- Who is Jewish and how do they live? (2 half terms)
- Who do Christians say made the world? (Understanding Christianity Concept: Creation)
- How should we care for the world and for others, and why does it matter?

Visit - Stoke-on-Trent Synagogue, Newcastle-under-Lyme

Year 2:

- Who is a Muslim and how do they live? (2 half terms)
- Why does Christmas matter to Christians? (Understanding Christianity Concept: Incarnation)
- Why does Easter matter to Christians? (Understanding Christianity Concept: Salvation)
- What is the 'good news' Christians believe Jesus brings? (Understanding Christianity Concept: Gospel)
- What makes some places sacred to believers?

Visit - City Central Mosque, Hanley

Year 3:

- What do Christians learn from the Creation story? (Understanding Christianity Concept: Creation)
- What is it like for someone to follow God? (Understanding Christianity Concept: People of God)
- How do festivals and worship show what matters to a Muslim?
- How do festivals and worship show what matters to a Jewish person?
- What kind of world did Jesus want? (Understanding Christianity Concept: Gospel)
- How and why do people try to make the world a better place?

Visit - Penkhull Christian Fellowship, Penkhull

Year 4:

- What is the 'Trinity' and why is it important for Christians? (Understanding Christianity Concept: God/Incarnation)
- What do Hindus believe God is like?
- What does it mean to be Hindu in Britain today?
- Why do Christians call the day Jesus died Good Friday? (Understanding Christianity Concept: Salvation)
- For Christians, when Jesus left, what was the impact of Pentecost? (Understanding Christianity Concept: Kingdom of God)
- How and why do people mark the significant events of life?

Visit - Hindu Temple, Stoke

Year 5:

- What does it mean if Christians believe God is holy and loving? (Understanding Christianity Concept: God)
- What does it mean to be a Muslim in Britain today?
- Why do Christians believe Jesus was the Messiah? (Understanding Christianity Concept: Incarnation)
- Why do Hindus want to be good?
- Christians and how to live: 'What would do Jesus do?' (Understanding Christianity Concept: Gospel)
- What matters most to Humanists and Christians?

Visit - City Central Mosque, Hanley

Year 6:

- Why is the Torah so important to Jewish people?
- Creation and science: conflicting or complementary? (Understanding Christianity Concept: Creation)
- Why do some people believe in God and some not?
- What do Christians believe Jesus did to 'save' people? (Understanding Christianity Concept: Salvation)
- For Christians, what kind of king is Jesus? (Understanding Christianity Concept: Kingdom of God)
- How does faith help people when life gets hard?

Visit - Stoke-on-Trent Synagogue, Newcastle-under-Lyme

We recognise how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE, and we strive to cultivate and maintain these relationships through regular visits and communication.

Right of withdrawal

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

Those parents who wish to withdraw their child from RE lessons should inform the head teacher in writing/contact the school office at their earliest convenience.

Impact

Leaders and staff work collaboratively to monitor and evaluate the impact of the RE curriculum using a variety strategies, including:

- Pupil Book Study
- Learning Walks
- Pupil Voice

These will show that by the end of each key stage, children know, apply and understand the substantive knowledge and skills specified in the Religious Education, National Curriculum programme of study for KS1 and KS2, and the Understanding the World strand of the EYFS.

We plan for pupils to make progress across all aims of RE, and measure pupils' achievements by revisiting 'sticky knowledge' on a half termly basis. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

Pupils' attainment in RE throughout the school will be tracked by the Subject Leader in order to ensure that RE provision is successful.

Our RE curriculum is high quality, well thought out, and is planned to demonstrate progression of knowledge, ways of knowing, and personal knowledge. It is a spiral curriculum, and uses retrieval practice to support children in revisiting core concepts, ensuring that they know more and remember more by the end of their time in Year 6. Class floor books are used in EYFS and Key Stage 1, and individual exercise books are used by pupils in Key Stage 2, to express and record learning.

The Willows' RE journey will culminate in pupils being respectful of other beliefs and religions, and appreciating and celebrating the diverse world in which they live, ready for the next stage in their learning, and for being a valuable member of society in the future.