



# Hill Farm Primary

## Religious Education Policy

<b>Date effective</b>	October 2022
<b>Review Cycle</b>	Two yearly
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<b>Ratified by Governors at:</b>	
<b>Policy approved by</b>	
<b>Author</b>	Debz Ling - RE Lead

### Introduction

Religious Education at Hill Farm Primary School enables pupils to become aware of religious aspects of life and to give them some knowledge and understanding of Christianity and the other major world faiths. Children are able to reflect on the beliefs and religious practices of people and what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children to learn from religions as well as about them. Children are encouraged to develop their understanding and ask fundamental questions in their search for meaning and purpose in life both by believers and by the pupils themselves Through their work in RE it is hoped that children will learn that religions are committed to morality and social justice and at Hill Farm Primary School we promote social and ethnic harmony and British values.

### The school's aims are to:

- We are a values based school and there is always a value of the lesson. We encourage children to focus on their values and learn in a respectful way.
- Develop an awareness of spiritual and moral aspects of life, linking closely with Spiritual Moral Social Cultural development.
- Develop knowledge and understanding of Christianity and other major world religions.
- Develop an understanding of what it means to be committed to a religious tradition.

- Help children to recognise that people behave in certain ways because of their religious beliefs.
- We encourage children to celebrate diversity and appreciate cultural differences in Britain today and have respect for others with different beliefs, practices and ways of life.
- Be able to reflect on their own experiences, explore their feelings and to develop a personal response to puzzling questions of life;

### **The national curriculum aims for Religious Education:**

It is a legal requirement of schools and governing bodies to ensure that all children in compulsory education gain their statutory entitlement to RE.

The National Curriculum states the legal requirement that “Every state-funded school must offer a curriculum which is balanced and broadly-based, and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.” Also, “All state schools ... must teach religious education to pupils at every key stage All schools must publish their school curriculum by subject and academic year online.” (DfE National Curriculum Framework, July 2013, p4). Parents do have the right to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school.

### **Rationale**

Hill Farm Primary School believes that:

- Religious education enables children to children to reflect on thought provoking challenging questions about meaning and purpose in life, beliefs about God and moral issues of right and wrong.
- Religious education explores the Key Questions of life, encourages children to find out what people believe and how this contributes to their everyday lives. This helps children to make sense of religion and consider their own ideas and ways of life.

### **Objectives**

The Coventry Agreed syllabus requires that all children are to learn from Christianity in each key stage. In addition, pupils will learn from the principal religions, Islam, Hinduism, Sikhism, Buddhism and Judaism. Children will also be given opportunities to learn about and explore non-religious world views, including for example Humanism.

### **Teaching and learning should enable children to:**

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldview

## **Key Stage 1**

Children should develop their knowledge and understanding of religions and recognise their place in local, national and global societies. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to what they learn about.

### **By the end of Key Stage 1 children should be able to:**

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- C2. Find out about and respond with ideas to examples of cooperation between people who are different.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

## **Key Stage 2**

Pupils should extend their knowledge and understanding of religions and recognising their place in local, national and global societies. They should be introduced to a range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask challenging, thought provoking questions about religion, values and beliefs. Children should be encouraged to respectfully express their own views about what they have learnt and give reasons to support their ideas and views.

### **By the end of Key Stage 2 children should be able to:**

- A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

- A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## **Planning and Evaluation**

We plan our religious education curriculum in accordance with the Warwickshire and Coventry SACRE's Agreed Syllabus. We use the Warwickshire and Coventry SACRE agreed scheme of work within school and provide opportunities for children of all abilities to develop their skills and knowledge. Our lessons offer the children an increasing challenge and progression as they move through the school. Individual lesson plans for each unit are prepared by class teachers listing the specific learning objectives for that lesson. Each class has a copy of all the units for their year group and plans are often discussed on an informal basis with the RE subject leader. All plans are available to staff on the shared network for ease of access and modification. Religious Education is taught once a week, for an hour, in accordance with Government guidelines. We also have links with the local church, St Francis of Assisi, where the Reverend regularly attends school to provide assemblies which support our learning in lessons. As a school, we also visit the church at Christmas time to learn about the celebrations that take place and the reasons behind them.

## **Assessment**

Class teachers are responsible for assessing and monitoring children's progress where their understanding is checked systematically and effectively in lessons. Assessment should arise out of tasks and activities which emerge from planning for the knowledge, understanding and skills required by programmes of study. We use a progression curriculum within school, which allows children to build on prior knowledge as they progress through school. Each unit of RE is planned around a 'Key Question' and it is against this that the children are informally assessed to ensure they are achieving the learning objectives.

Children are given verbal feedback and points to consider that improve their knowledge and understanding through effective marking.

The RE subject leader is responsible for monitoring the standards of the pupil's work and the quality of the teaching in RE through annual work scrutinies, pupil interviews and lesson observations. She is also responsible for supporting colleagues in the teaching of RE. The

RE subject leader is also responsible for the maintenance, ordering and upkeep of RE resources.

At the end of each year class teachers will report on the attainment and progress of their pupils using the level descriptors.