

# Endon Hall Primary & Nursery School

'Learning Together and having fun'



## Religious Education Policy

Policy in place: Sept 2018

Review date: Sept 2021

|                     | Member of staff responsible | Senior member of staff |
|---------------------|-----------------------------|------------------------|
| Religious Education | Mrs I Karir                 | Miss V Lewis           |

### Aims

Religious Education (R.E.) enables children to investigate and reflect on some of the most fundamental questions and issues in our lives. Endon Hall Primary School is committed to the teaching of Religious Education as an important subject in its own right. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. At Endon Hall we help prepare religiously literate children by providing a broad and balanced curriculum which promotes tolerance and respect for all people and the world we live in.

Endon Hall believes that the quintessential aims of Religious Education are as follows:

- To develop an awareness of spiritual and moral issues arising in children's lives.
- To develop knowledge and understanding of Christianity and other major world religions.
- To develop respect and sensitivity for all people.
- To be capable of reflecting on their own experiences and having the ability to develop a personal response to the fundamental questions of life.
- To gain an appreciation of cultural differences in the UK today.

### Legal requirements

The Education Reform Act 2002 sets out the central aims for the school curriculum. These are:

- To promote the spiritual, moral, cultural, mental and physical development of children at the school and within society.
- To prepare children for the opportunities, responsibilities and experiences of adult life.

Religious Education makes an important contribution to these key aspects of the curriculum. Religious Education is an entitlement for all children, including in the Early Years.

## Curriculum organisation

Religious Education will be delivered through a combination of weekly lessons, planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time (averaging at one hour per week).
- Cross Curricular learning.
- Agency/Visitor input (Assemblies; Local Community links, visitors from other local places of worship).
- Theme weeks (SMSC, FBV).
- A structured approach across the school (documented in our topic webs) to visiting places of worship and/or experiencing religion/spirituality within the school environment.

## Collective Worship

At Endon Hall Primary School we believe that Collective Worship plays an important role in the life of our school. It is an opportunity to celebrate all aspects of school life, to support our curriculum and to provide an opportunity for stillness and reflection in what is often a very busy, active day for our children.

Collective worship provides opportunities for our children's Spiritual, Moral, Social and Cultural development and should:

- Contribute to the spiritual, social, moral and cultural development of each child
- Support the Social and Emotional development of our children through the promotion of our school values
- Give expression to, and reaffirm and practise the values of the school community
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals
- Foster and enable a concern for the needs of others, a recognition of the vulnerability of self and of others
- Offer an opportunity for stillness and quiet
- Help children to understand the beliefs and views of others, including those of various Religious groups
- Help children to begin to understand the nature and purpose of worship.

## Legal Status of Collective Worship

The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall, on each day, take part in an act of Collective Worship'. We aim to keep the spirit of this legislation, seeking to provide as many high quality acts of worship as is practically possible. To provide children with variety in their experience of worship, acts of worship may take the form of a whole school act of worship for all children or separate acts of worship for classes and/or individual children.

## Inclusion

It is expected that **all** children will be given the opportunity to learn in a creative and encouraging learning environment which is accessible and encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels.

## Teaching and learning

Endon Hall delivers the Staffordshire Agreed Syllabus in accordance with legal requirements and will provide adequate time and resources to do so. We ensure that our children have the opportunity to study a wide range of religions. The requirement is that at Key Stage One, schools should focus on Christianity and one other faith. At Key Stage Two and beyond, schools should focus on Christianity and two other faiths. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children increasing challenge as they move through the school. See Appendix 1.

Curriculum planning in RE encompasses two phases (long-term and medium-term). The long-term plan maps the RE topics studied in each term during each key stage. We teach R.E topics in conjunction with other subjects where appropriate. Our medium-term plans give details of each unit of work for each term - these are guided by the agreed LA syllabus. This indicates the learning stages within the process of delivering R.E and the end of year attainment targets.

All R.E. lessons follow a set structure, as suggested in the Staffordshire agreed syllabus. Throughout their time at Endon Hall the children will develop a clear understanding of the required outcomes of a lesson and, as a result of this, the progression in their learning.

The overall objectives are linked to three main aims, enabling children to:

- **Explore** religious beliefs, teaching and practises.  
Acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.
- **Engage** with fundamental questions.  
Appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience
- **Reflect** on the reality of religious diversity and issues raised by living in a diverse world.  
This concerns developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

## Foundation Stage

In our Nursery and Reception classes, children begin their journey of cultural appreciation through topics of celebrations, as part of the Knowledge and Understanding of the World strand of the Early Years Foundation Stage curriculum.

## Assessment

Endon Hall make use of the Staffordshire levels to give a 'best fit' assessment of each child at the end of the year, these are closely linked with planning outcomes and the three curriculum aims of; explore, engage and reflect. This sets out the expected level of attainment for children at the end of each year group.

At the end of every term the teacher makes a summary judgement about the work of each child in relation to the end of year expectations. This is closely linked to Endon Hall's Assessment Policy where judgements 'emerging, expected and exceeding' are used. The assessment is recorded in the R.E assessment folder and is monitored and reviewed by the subject leader. The end of year expectations for each year group can be found in Appendix 2.

## Resources

Resources which support the delivery of R.E. will be up to date, relevant to children and presented in ways that are consistent with the fundamental aims, values and teaching approaches of R.E education. Overall responsibility for R.E education resources is held by the R.E subject leader, who also ensures (via the Visitors & Guests in School Policy), that

resources to be used by visitors have been approved. In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

## **Monitoring and Evaluation**

Ongoing evaluation and monitoring of the delivery of R.E. is undertaken by the R.E. subject leader and the Senior Leadership team (SLT). Monitoring will take place in accordance with the school's formal and informal monitoring cycle and includes:

- Checking that whole school R.E education objectives are met as a result of Schemes of Work being taught appropriately.
- Checking that the standards of teaching and learning expected are achieved by monitoring to ensure children are progressing in their knowledge, understanding and skills throughout each year group.
- Ensuring there are adequate resources.
- Consulting with staff, children, parents/carers, governors and external agencies.

## **External Agencies**

The school's Visitors & Guest Policy will be followed in order to ensure that the role played by external visitors is effective. External contributions to the R.E education programme will vary and may include:

- Visits to places of Worship
- Charity links/work
- Visits to the school from members of a variety of religious groups

## **Right to Withdraw**

Parents/Carers retain the right to withdraw their child/ren from Religious Education [Section 386 Education Act 1996]. Parents/Carers do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. All requests to withdraw children from R.E. lessons must be made in writing. If parents/carers have requested for their child/ren to be withdrawn, alternative arrangements are made and children are placed in a different class (as close to their own year group as possible) during that session.

# Religious Education Policy

## - Appendix 1 –

### **Religious Education coverage**

The expectations are that in Key Stage 1, Christianity is taught, along with one other faith, and in Key stage 2, Christianity is taught along with two other faiths.

#### **Year 1 - Christianity**

*Caring, belonging, celebrations, families, answers, worship.*

#### **Year 2 - Christianity + Islam**

*Caring for the natural world, valuing new life, worship and ceremonies, belonging to a group, storytelling through sacred writings, showing kindness and goodness.*

#### **Year 3 – Christianity + Judaism**

*Exploring living by rules, religion in the home, symbols of worship, sharing special food, the beginning of the world, religious leaders.*

#### **Year 4 - Christianity + Sikhism**

*Environment: Harvest, landmarks in life, commitment: Lent, thinking of God, features and patterns of worship.*

#### **Year 5 - Christianity + Hinduism**




*Sacred writings, peace, happiness, Easter: suffering and hardship, wise words, values and beliefs.*

#### **Year 6 – Christianity + Buddhism + Islam**




*Commitment, words of wisdom, taking part, belief in action, the importance of hope, justice: rich and poor.*

# Religious Education Policy




## - Appendix 2 -

|   |           |
|---|-----------|
|  | Exceeding |
|  | Emerging  |
|  | Expected  |




### BY THE END OF RECEPTION

-  Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to places, objects, materials and living things including faith buildings e.g. the church.
-  Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special.
-  Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities and traditions.




### BY THE END OF YEAR 1

-  Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.
-  Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others.
-  Pupils can demonstrate awareness that there is more than one religious tradition or faith community.

### BY THE END OF YEAR 2

-  Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.
-  Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.
-  Pupils are able to name more than one religious tradition or faith community, and can talk about some of the distinctive features of each such religious tradition/faith community.

### BY THE END OF YEAR 3

-  Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.
-  Pupils ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.
-  Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context.

## BY THE END OF YEAR 4



Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.



Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.



They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. They are able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance.

## BY THE END OF YEAR 5



Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.



Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.



Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.

## BY THE END OF YEAR 6



Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.



Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.



Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.