



Elburton Primary school

Religious Education Policy

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| | January 2023 | Policy Review date |
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| Version 1 | Date | Description |

This policy has been created to ensure consistency and progression in the school's approach to Religious Education, enabling children to develop their understanding of Christianity, non-religious worldviews and the other major world religions in order that they develop tolerance and understanding of the local, national and global communities in which they live.

Religious Education is unique in that it is a core subject but is not part of the National Curriculum; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Elburton Primary School provides RE in accordance with the locally agreed syllabus for Plymouth Schools and which includes units from the Understanding Christianity scheme. Each termly unit is enquiry based and key questions lead the development of children as religious enquirers.

Intent

The principal aim of religious education at Elburton primary, is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Through the provision of Religious Education at our school, we aim to:

- provoke challenging questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- foster personal reflection and spiritual development, to encourage pupils to explore their own beliefs, (whether they are religious or non-religious), and to express their responses.
 - enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- teach pupils to develop respect for others, including people with different faiths and beliefs, and to help challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to the communities and to wider society.
- develop a sense of awe and wonder in the world in which our children live.

Implementation

The school's progression map for the teaching of RE can be found below. As a school we follow the locally agreed syllabus for Plymouth schools, which includes units from the Understanding Christianity scheme, in addition to units which teach the other major world religions and non-religious worldviews.

Our curriculum deepens pupils' knowledge about religions and develops their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied. The curriculum at Elburton Primary, sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs, developing their understanding and their ability to handle questions of religion and belief.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------|---|---|---|--|--|---|
| EYFS | CREATION | INCARNATION | GOD | SALVATION | THEMATIC | THEMATIC |
| | Being special: where do we belong? | Why is Christmas special for Christians? | Why is the word 'God' so important to Christians? | Why is Easter special to Christians? | Which places are special and why? | Which stories are special and why? |
| Year 1 | THEMATIC | GOD | JUDAISM | JUDAISM | CREATION | THEMATIC |
| | What does it mean to belong to a faith community? | What do Christians believe God is like? | Who is Jewish and how do they live? Part 1 | Who is Jewish and how do they live? Part 2 | Who do Christians say made the world? | How should we care for the world and why does it matter? |
| Year 2 | ISLAM | INCARNATION | ISLAM | SALVATION | GOSPEL | THEMATIC |
| | Who is a Muslim and how do they live? (Part 1) | Why does Christmas matter to Christians? | Who is a Muslim and how do they live? (Part 2) | Why does Easter matter to Christians? | What is the good news that Jesus brings? | What makes some places special to believers? |
| Year 3 | CREATION | PEOPLE OF GOD | ISLAM | JUDAISM | GOSPEL | THEMATIC |
| | What do Christians learn from the creation story? | What is it like to follow God? | How do festivals and worship show what matters to a Muslim? | How do festivals and family life show what matters to Jewish people? | What kind of world did Jesus want? | How and why do people try to make the world a better place? |
| Year 4 | INCARNATION/GOD | HINDUISM | HINDUISM | SALVATION | KINGDOM OF GOD | THEMATIC |
| | What is the Trinity? | What do Hindus believe God is like? | What does it mean to be a Hindu in Britain today? | Why do Christians call the day that Jesus died 'Good Friday'? | When Jesus left; what was the impact of Pentecost? | How and why do people mark the significant events of life? |
| Year 5 | GOD | INCARNATION | ISLAM | JUDAISM | GOSPEL | THEMATIC |
| | What does it mean if God is Holy and loving? | Was Jesus the Messiah? | What does it mean to be a Muslim in Britain today? | Why is the Torah so important to Jewish people? | What would Jesus do? | What matters most to Humanists? |
| Year 6 | CREATION AND FALL | THEMATIC | HINDUISM | SALVATION | KINGDOM OF GOD | THEMATIC |
| | Creation and science, conflicting or complimentary? | Why do some people believe in God and some not? | Why do Hindus want to be good? | What did Jesus do to save human beings? | What kind of king is Jesus? | How does faith help people when life gets hard? |

Pupil Intent Statement

RE explores big questions about life, to find out what people believe and what difference this makes to how they live. RE helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living.

Impact

- Our Religious Education curriculum should ensure that children leave Elburton:
- Able to describe and make connections about different religions and worldviews.
 - Able to describe and understand links between stories and other aspects of different communities.
 - Open to exploring different beliefs, symbols and actions.
 - Able to observe and understand varied examples of religions and world views.
 - Understanding the challenges of commitment to a community of faith.
 - Able to identify similarities and differences between beliefs and practices of the religions studied.
 - Able to discuss and present thoughtfully their own views.
 - Able to consider how diverse communities can live together.

The Contribution RE makes to other areas of the curriculum

Personal development and well-being: RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. RE gives children the opportunities to discuss and reflect upon the big questions of meaning and truth such as the origins of the universe, life after death and beliefs about God. At Elburton Primary School we aim to ensure that our curriculum offers children the opportunities to find out about these areas with respect to different faiths and non-religious world views, so that they are able to enter the world with a level of understanding of 'what makes me, me and you, you'.

Assessment and Recording of RE:

In line with the school's policy for assessment and reporting, each teacher is expected to take responsibility for the regular assessment of RE; this is done through teacher marking against specific learning intentions as well as through pupil reflection. Each unit is led by a key question. Children answer this question before teaching and then again at the end of the unit, which allows the teacher to assess progress during the term. An annual over all judgement is made by the class teacher as to whether the child is below the expected standard, at the expected standard or whether they are working at greater depth. The annual report to parents indicates the effort and attainment made by pupils over the course of the year.

Staff Development.

This takes place through staff meetings, INSET and planned CPD opportunities. The school subscribes to NATRE and attends Plymouth RE Hub meetings. The R.E. co-ordinator oversees the R.E. provision throughout the school and feeds back any new information to the rest of the staff.

The Right to Withdrawal

Parents/carers may make a request, in writing, to the Headteacher, that their child be withdrawn from Religious Education. However, it should be noted that requests for withdrawal are often based on a misunderstanding of the nature and purpose of R.E. and discussion of this is vital before a decision to withdraw can be made.