



FIR TREE PRIMARY SCHOOL & NURSERY

Religious Education Policy

DATE APPROVED: March 2014

DATE FOR REVIEW: March 2016

SIGNED:
On behalf of the Governing Body

Religious Education Policy

We believe that Religious Education enables children to ask challenging questions about life, belief in God, self, issues of right and wrong and humanity. Further, RE develops children's knowledge of the major world religions, their teachings, practices and influences on individuals and communities. RE can help promote a sense of self-worth and an identity within a multi-cultural, multi-faith school and the wider community.

Aims

- For RE to enable children to learn about a religion, its values, beliefs and traditions whilst learning a positive attitude towards the members of the religion
- For children to make reasoned judgements on religious and moral issues whilst developing their own spirituality and morality in a socially 'safe' environment

Planning

There is a legal requirement of:

36 hours taught RE in a year in KS1 = 1 hour per week

45 hours taught RE in a year in KS2 = 1 hour 10 minutes per week

1. Work will be planned from the West Berkshire Agreed Syllabus 2006
2. Work will be planned as in the schemes of work suggested from the RE working group on the Syllabus (Appendix 1) for KS1 and KS2
3. Foundation planning will be built in to the Early Learning Goals by topic as suggested by the Syllabus
4. Planning will enable children to hear stories from each religion, discuss issues and listen to others opinions; use interactive technology to take virtual visits to places of worship; listen to peers and adults talk about their own faith and give children time to reflect in their own discussions and writing. Visits to places of worship will arranged as can be managed appropriately.
5. Where possible the RE will be planned within the IPC topic.
6. There will be a positive environment in all lessons with all views appreciated and accommodated.

Assessment

1. Assessment can be made of class discussion, peer group discussion, story recounts and written work
2. Attainment level targets are available to moderate a child's understanding of beliefs, religious practice, values, meanings and identity. (Appendix 2)

Resources

Resources will be audited and updated as required

Appendix 1

Key Stage 1 Scheme of Work – codes relate to West Berkshire Agreed Syllabus Module

Year	Autumn 1&2	Spring 1&2	Summer 1&2
1	<p>Christianity Harvest How and why are harvest celebrations important (LB1, SF1) What people believe</p> <p>Christmas (SF1 & 2, WL3) What do people learn from religious leaders and teachers?</p>	<p>Judaism (LB2) How and why are stories and books important?</p> <p>Judaism (WL3) What and how do people learn from religious leaders and teachers?</p>	<p>Why am I special? (WL 1)</p> <p>What does it mean to belong (WL2)</p>
2	<p>Islam (LB2) How and why are stories and books important?</p> <p>Islam (WL3) What and how do people learn from religious leaders and teachers</p>	<p>Judaism (SF1 & 2) How and why are religious celebrations important? How and why do symbols in celebrations express religious meaning?</p> <p>Easter (SF1 & 2) How and why do symbols express religious meaning? How and why are religious celebrations important to people?</p>	<p>Places/buildings (SF2, LB2) How and why do symbols express religious meaning? How and why are some stories/books sacred in religion?</p> <p>Symbols (SF2) How and why do symbols express religious meaning?</p>

Key Stage 2 Scheme of Work – codes relate to West Berkshire Agreed Syllabus Module

	Year	Autumn	Spring	Summer
Discrete religions	3	<p>Christianity Blue 1 & 2 (what people believe) Yellow 1 & 2 (lifestyles)</p>	<p>Sikhism All colours</p>	<p>Islam/Buddhism All colours</p>
	4	<p>Hinduism All colours</p>	<p>Christianity Yellow 3 & 4 Mauve 1, 2, 3, 4</p>	<p>Judaism All colours</p>
Synoptic	5	<p>Sacred Texts Blue 2</p>	<p>Creation Blue 1</p>	<p>Pilgrimage Mauve 1 & 4</p>
	6	<p>Journey of Life Mauve 3 and Blue 1</p>	<p>Community and the wider world Yellow 3 & 4</p>	<p>Inspirational people Yellow 1</p>

Appendix 2

	AT1 Learning about religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
1	remember a Christian (Hindu, etc.) story and talk about it	use the right names for things that are special to each religion	recognise religious art, symbols and words and talk about them	talk about things that happen to me	talk about what I find interesting or puzzling	talk about what is important to me and to other people
	e.g. talk about the story of Diwali	e.g. say "That is a Church", or "She's praying" when my teacher shows me a picture	e.g. say "That is a Star of David" when my teacher shows me a picture	e.g. talk about how I felt when my baby brother was born	e.g. say "I like the bit when Krishna helped his friend"	e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel
2	tell a Christian (Sikh, etc.) story and say some things that people believe	talk about some of the things that that are the same for different religious people	say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
	e.g. tell the story of the birth of Jesus say that Christians believe in God	e.g. say that Christians and Sikhs both have holy books	e.g. say that the cross reminds Christians that Jesus died on a cross; e.g. say that some people dance, sing, recite for God	e.g. say "Was Jonah hurt after being inside the big fish?"	e.g. say "It was mysterious when God spoke to Moses"	e.g. say "I agree with the rule about not stealing as stealing is not fair"
3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave
	e.g. make a connection between the story of the forming of the Khalsa and the need for Sikhs to be brave in times of trouble	e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books e.g note that Muslims and Christians both pray but in different ways	e.g. label a picture of Shiva Nataraja to show links with Hindu beliefs about God	e.g. talk about how Jesus influenced his disciples and how friends influence them	e.g. ask why many people believe in life after death, give their view and compare with a particular religious view	e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering

Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
4	make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values
	e.g. make links between Qur'anic and Biblical sources and Muslim and Jewish charities e.g. connect some sayings of Jesus with different Christian beliefs about animals	e.g. use some Pali or Sanskrit terms in describing two different Buddhist types of meditation e.g. compare the way that Hindus and Buddhists might meditate	e.g. draw and label the key features inside two churches, indicating their meaning for those who worship there	e.g. write an imaginary interview with a member of a minority religious community, referring to the beliefs which sustain them	e.g. write some questions about life after death and provide answers that refer to resurrection and reincarnation	e.g. write a report about the environment and suggest what might happen depending on different moral choices that could be made
5	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives
	e.g. compare different Jewish beliefs about the Messiah and say how different interpretations may come about, using biblical and other texts to illustrate their answers	e.g. write an account of Hajj which explains why many Shi'a Muslims will go on to visit the tomb of Ali because they believe that he was the rightful successor to the Prophet Muhammad	e.g. produce a survey of different forms of creative religious expression and suggestions for similarities and differences between them	e.g. write a 'question and answer' style report on what it may like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community	e.g. write a short story which raises questions about what is 'true' and which relates to their own personal search for meaning in life	e.g. write a report on a moral issue in the news, interviewing key people in the debate and including religious views and the potential impact of those views on their own and others' lives