

## Policy for Religious Education

During the course of their four years at William Austin Junior School, the pupils study many aspects of the major religious traditions of the world including Christianity, Hinduism, Judaism, Islam and Sikhism. Children will also look at how morality, ethics and social issues affect people, such as civil and human rights as well as justice, charity and poverty. There will also be some scope to look at smaller religious traditions; social movements; inspirational people - both past and present; as well as non-religious morally based movements such as humanism.

### The Legal Requirement

The Education Reform Act (1988) requires that: -

“The curriculum for every maintained school shall comprise a basic curriculum which includes ...provision for RE for all registered pupils at the school.”

As part of the curriculum, religious education should promote the “spiritual, moral, cultural, mental and physical development of pupils.”

The syllabus should “reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of teachings and practices of the other principal religions represented in Great Britain.”

Religious Education should be taught in accordance with an agreed syllabus. At this school RE is taught in accordance with the Bedfordshire (Bedford Borough, Central Bedfordshire and Luton) Agreed Syllabus, Identities, Meanings and Values 2018-2023 with input from SACRE.

Parents have the right to withdraw their children from RE.

### Rationale

We believe that RE in schools should contribute educationally to the development of pupils and students as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.

### Aims of this school

We believe that the aims of Religious Education are:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious, spiritual and moral issues; enhance their spiritual, moral, social and cultural development by: reflecting on their own beliefs, values and experiences in the light of their study.
- encourage reverence as part of the requirement for children to participate in daily collective worship.

## Outcomes:

The syllabus states that the principal aim of RE 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.

### 1. **Make sense of a range of religious and non-religious beliefs, so that they can:**

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

### 2. **Understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

### 3. **Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

## Organisation

RE is taught as a discrete weekly lesson in all year groups. Detailed Medium-Term Plans are devised for each year group which are based on the Recommended Study Units in the Bedfordshire Agreed Syllabus. These also ensure continuity and progression between different Key Stages.

The syllabus states that: 'Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. 7–11s are also getting 'secondary ready' in their RE, although the learning in this key stage is focused on the needs of junior children.'

There are six units of study for each year group. (See curriculum overview for more detail)

These are outlined by the key questions below.

**Unit key questions**

Lower Key Stage 2	Upper Key Stage 2
L2.1: Where, how and why do people worship? <i>Muslims, Jewish people, Christians.</i>	U2.1: What does it mean if Christians believe God is holy and loving? <i>Christians.</i>
L2.2: Why do some people think life is like a journey? How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims, non-religious people.</i>	U2.2: Creation and science: conflicting or complementary? <i>Christians, non-religious people.</i>
L2.3: What is the 'Trinity' and why is it important for Christians? <i>Christians.</i>	U2.3: Values: what matters most to Humanists and Christians? <i>Christians and non-religious people, with opportunities to include other faiths studied.</i>
L2.4: What kind of world did Jesus want? <i>Christians.</i>	U2.4: How and why do some people inspire others? Examples from religions <i>Hindus, Sikhs, Jewish people, Muslims.</i>
L2.5: Why do Christians call the day Jesus died 'Good Friday'? <i>Christians.</i>	U2.5: How do Christians decide how to live? 'What would Jesus do?' <i>Christians.</i>
L2.6: How do festivals and family life show what matters to Jewish people? <i>Jewish people.</i>	U2.6: What do Christians believe Jesus did to 'save' people? <i>Christians.</i>
L2.7: How is faith expressed in Hindu communities and traditions? <i>Hindus.</i>	U2.7: What helps Hindu people as they try to be good? <i>Hindus.</i>
L2.8: How is faith expressed in Sikh communities and traditions? <i>Sikhs.</i>	U2.8: How is faith expressed in Islam? <i>Muslims.</i>
L2.9: How do festivals and worship show what matters to Muslims? <i>Muslims.</i>	U2.9: Justice and poverty: why does faith make a difference? <i>Christians, Muslims, non-religious people.</i>
L2.10: For Christians, what was the impact of Pentecost? <i>Christians.</i>	U2.10: What will make our community a more respectful place? <i>Religious and non-religious ideas.</i>
L2.11: What are the deeper meanings of the festivals? <i>Muslims, Jewish people, Hindus, Sikhs, non-religious celebrations.</i>	U2.11: Why do some people believe in God and some people not? <i>Christians, Muslims, non-religious people.</i>
L2.12: How and why do people try to make the world a better place? <i>Christians, Muslims, Sikhs, non-religious people.</i>	U2.12: How does faith enable resilience? <i>Christians, Muslims and/or Jews and/or Hindus, non-religious people.</i>

**Teaching methods:**

A variety of teaching styles are used and a range of learning experiences offered. These include:

Visits to places of worship, visiting speakers, handling artefacts and using adults in school to talk about their experiences.

Explaining, discussion, independent work, group activities, ICT including the use of the internet/ipads.

Use of 'Smartboard' and DVDs.

**Assessment, Recording and reporting:**

Children's work is marked and informally assessed. AFL marking is also used when appropriate.

While the old style of using attainment targets and levels has been superseded, the syllabus still offers flexible assessment opportunities. These are based on age-related end-of-phase outcomes, linked to the teaching and learning approach. Each unit has specific outcomes that help pupils to achieve the end-of-phase outcomes in relation

to the knowledge taught in that unit. (These are included on every medium-term plan.)

### **Special Needs**

Pupils with special educational need will be encouraged to participate in all aspects of RE. This will be achieved through the support of the class teacher, TA or other pupils through appropriately differentiated tasks and activities -using CIP Resources (Communication in Print) and the use of substitution grids where appropriate.

### **Equal Opportunities**

All pupils will be given access to every aspect of the RE curriculum unless they have been withdrawn by their parents in agreement with the Headteacher. No child will be withdrawn from RE activities on the basis of gender, ability, ethnic or cultural background. All pupils will be given the opportunity for success and will be shown that their work is of value.

### **Resources:**

There s a range of resources available to support the teaching of RE including the 'Smartboard' resource, 'Espresso' books, DVDs, posters, books, information packs, and artefacts. The stock is audited annually to ensure that appropriate resources are available for schemes to be taught. Visiting speakers and visits also contribute to the teaching of RE as well as enriching the children's learning experience.

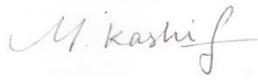
This policy will be monitored and reviewed by the RE Co-ordinator on an annual basis.

Policy updated: February 2021

Staff responsible: Jo Haines

This policy was ratified by the Governing body on: 10 March 2021

Signed on behalf of the Governing Body:

 (signature)

Muhammad Kashif (printed)

# RE Overview 2018 - 2023

Terms	Autumn		Spring		Summer	
Year Group	1st	2nd	1st	2nd	1st	2nd
<p>Visit churches local area</p> <p>Year 3</p>	<p>How do festivals and family life show what matters to Jewish people?</p> 	<p>Where, how and why do people worship?</p>  	<p>What are the deeper meanings of the festivals?</p> 	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> 	<p>What is the 'Trinity' and why is it important for Christians?</p>	<p>How is faith expressed in Hindu communities and traditions?</p> 
<p>Gurdwara visit</p> <p>Year 4</p>	<p>Why do some people think life is like a journey? How and why do people mark the significant events of life?</p> 	<p>What kind of world did Jesus want?</p>	<p>How is faith expressed in Sikh communities and traditions?</p>  <p>Gurdwara visit</p>	<p>How do festivals and worship show what matters to Muslims?</p>	<p>For Christians, what was the impact of Pentecost?</p>	<p>How and why do people try to make the world a better place?</p> 
<p>Neasden temple</p> <p>Summer term</p> <p>Year 5</p>	<p>Justice and poverty: why does faith make a difference?</p> 	<p>How and why do some people inspire others? Examples from religions</p>  	<p>Values: what matters most to Humanists and Christians?</p>	<p>What does it mean if Christians believe God is holy and loving?</p>	<p>How do Christians decide how to live? 'What would Jesus do?'</p>	<p>What helps Hindu people as they try to be good?</p>  <p>Neasden Temple</p>
<p>Visit Bedford faith walk – Summer term</p> <p>Year 6</p>	<p>How is faith expressed in Islam?</p> 	<p>Creation and science: conflicting or complementary?</p>	<p>Why do some people believe in God and some people not?</p>	<p>What do Christians believe Jesus did to 'save' people?</p>	<p>How does faith enable resilience?</p>	<p>What will make our community a more respectful place?</p>  <p>Bedford faith tour</p>