

# RE Policy

## St Michaels Federation

Lydbury North CofE (A) Primary School & Onny CofE (A) Primary School

### Document Summary:

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### Introduction

Religious Education has a unique place as central subject in the curriculum of St Michael's Federation. It is neither a core nor a foundation subject; 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 school age pupils.'

With this in mind, our syllabus is based on Gloucestershire's Agreed Syllabus for Religious Education. We chose this syllabus as it complements the structure of the Understanding Christianity scheme of work, which we have adopted, for other world faiths. Each unit of work is structured around a key question, the exploration of which encourages pupils to make sense of a key aspect of a world faith or sacred text, understand the impact of the said aspect and make connections between this and their own lives and understanding of the world in which they live.

### Statement of Intent:

- To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- To provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- To develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- To enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- To enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- To encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

## **The Implementation of Religious Education**

Religious Education at St Michael's Federation develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at St Michael's Federation encourages pupils to...

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at St Michael's Federation enhances pupils'...

- awareness and understanding of religions and beliefs, teachings and practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics to communicate their responses.

Religious Education at St Michael's Federation offers ...

- opportunity for personal reflection and spiritual development

Religious Education at St Michael's Federation does not ...

- seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another.

## Legal Requirements

- Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)
- Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.
- The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)
- We ensure that we comply with the legal requirements by following the Gloucestershire Agreed Syllabus for Religious Education and Understanding Christianity.

## Teaching and Learning in Religious Education

Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole-school RE day. Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

### Overview:

#### Lydbury North CofE Primary School

Maple Class (mixed aged class of Reception, Year One and Year Two):

|        | Term 1  | Term 2  | Term 3   | Term 4   | Term 5   | Term 6   |
|--------|---|---|--|--|--|--|
| Year A | 1.2. Who do Christians say made the world?<br>Harvest       | 1.10 What does it mean to belong to a faith community?<br>Christmas | 1.1 What do Christians believe God is like?      | 1.7 Who is Jewish and how do they live? (Part 1)<br><br>Easter | 1.7 Who is Jewish and how do they live? (Part 2)             | 1.9 How should we care for the world and for others, and why does it matter? |
| Year B | 1.6 Who is Muslim and how do they live? (Part 1)<br>Harvest | 1.3 Why does Christmas matter to Christians?<br>Christmas           | 1.6 Who is Muslim and how do they live? (Part 2) | 1.5 Why does Easter matter to Christians?                      | 1.4 What is the 'good news' Christians believe Jesus brings? | 1.8 What makes some places scared to believers?                              |

Sycamore Class (mixed aged class of Years Three, Four, Five and Six):

|        | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--------|--|--|---|--|--|---|
| Year A | L2.1 What do Christians learn from the creation story? [Creation/Fall]     | U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]    | L2.7 What do Hindus believe God is like? [Brahman/atman]  | U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]  | L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land] | U2.11 Why do some people believe in God and some people not?      |
| Year B | L2.4 What kind of world did Jesus want? [Gospel]                           | L2.8 What does it mean to be Hindu in Britain today? [Dharma] (Diwali) | U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] How can following God bring freedom and justice? [People of God] | L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation]   | U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/Iman/ibadah]                           | L2.11 How and why do people mark the significant events of life?  |
| Year C | U2.2 Creation and science: conflicting or complementary? [Creation]        | L2.2 What is it like for someone to follow God? [People of God]        | U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]   | L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]  | U2.9 Why is the Torah so important to Jewish people? [God/Torah]                                       | L2.12 How and why do people try to make the world a better place? |
| Year D | U2.1 What does it mean if Christians believe God is holy and loving? [God] | U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]      | U2.10 What matters most to Humanists and Christians?  | L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God] What difference does the Resurrection make for Christians? [Salvation] | L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]                              | U2.12 How does faith help when life gets hard?                    |

Pippins Class: (Reception)

|  | <b>Term 1</b>                                 | <b>Term 2</b>                               | <b>Term 3</b>                              | <b>Term 4</b>                           | <b>Term 5</b>  | <b>Term 6</b>                       |
|--|---|---|--|---|--|-------------------------------------|
|  | F6 Being Special: Where do we belong? Harvest | F2 Why is Christmas special for Christians? | F5 What times/stories are special and why? | F3 Why is Easter special to Christians? | F1 Why is the word 'God' so important to Christians? | F4 What places are special and why? |

Beech Class: KS1

|         | <b>Term 1</b>  | <b>Term 2</b>  | <b>Term 3</b>                                    | <b>Term 4</b>   | <b>Term 5</b>  | <b>Term 6</b>   |
|---------|--|--|--|---|--|---|
| Cycle A | 1.2 Who do Christians say made the world? Harvest        | 1.10 What does it mean to belong to a faith community? Christmas | 1.1 What do Christians believe God is like?      | 1.7 Who is Jewish and how do they live? Part One Easter | 1.7 Who is Jewish and how do they live? (Part Two)           | 1.9 How should we care for the world and for others and why does it matter? |
| Cycle B | 1.6 How is Muslim and how do they live? (Part 1) Harvest | 1.3 Why does Christmas matter to Christians? Christmas           | 1.6 Who is Muslim and how do they live? (Part 2) | 1.5 Why does Easter matter to Christians? Easter        | 1.4 What is the 'good news' Christians believe Jesus brings? | 1.8 What makes some places sacred to believers?                             |

Ash Class: LKS2

|         | <b>Term 1</b>  | <b>Term 2</b>  | <b>Term 3</b>  | <b>Term 4</b>  | <b>Term 5</b>                           | <b>Term 6</b>   |
|---------|--|--|--|--|---|---|
| Cycle A | L2.1 What do Christians learn from the creation story? Harvest | L2.10 How do festivals and family life show what matters to Jewish people? Christmas | L2.2 What is it like for someone to follow God?        | L2.9 How do festivals and worship show what matters to a Muslim?     | L2.4 What kind of world did Jesus want? | L2.12 How and why do people try to make the world a better place? |
| Cycle B | L2.7 What do Hindus believe God is like? Harvest               | L2.3 What is the 'Trinity' and why is it important to Christians? Christmas          | L2.8 What does it mean to be a Hindu in Britain today? | L2.5 Why do Christians call the day Jesus died 'Good Friday'? Easter | L2.6 What was the impact of Pentecost?  | L2.11 How and why do people mark the significant events of life?  |

Oak Class: UKS2

|         | <b>Term 1</b>                               | <b>Term 2</b>                                 | <b>Term 3</b>                                       | <b>Term 4</b>   | <b>Term 5</b>   | <b>Term 6</b>   |
|---------|---|---|---|---|---|---|
| Cycle A | U2.7 Why do Hindus want to be good? Harvest | U2.7 Why do Hindus want to be good? Christmas | U2.1 What does it mean if Christians believe God is | U2.9 Why is the Torah so important to Jewish people? Easter | U2.4 How do Christians decide how to live? 'What would Jesus do?' | U2.11 Why do some people believe in God and some people not? Or |

|         |  |  |   |   |   |  |
|---------|--|--|---|---|---|--|
|         |  |  | holy and loving?  |   |   | U2.10 What matters most to Humanists and Christians?   |
| Cycle B | U2.8 What does it mean to be a Muslim in Britain today?<br>Harvest | U2.3 Why do Christians believe Jesus was the Messiah?<br>Christmas | U2.2 Creation & Science – Conflicting or complementary? | U2.5 What do Christians believe Jesus did to 'save' people?<br>Easter | U2.6 For Christians, what kind of king was Jesus? | U.2.12 How does faith help people when life gets hard? |

## Measuring the Impact of Religious Education

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus and in Understanding Christianity, which in turn have been developed in line with guidance produced nationally. These outcomes have been developed into milestones for the end of reception, key stage one, end of lower key stage two and end of upper key stage two. At three points, throughout the academic year, teachers will complete summative assessments against these milestones to assess whether pupils are at an expected level for their age and for the time of year. We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.

Formative assessment is completed throughout our RE lessons in line with the school marking and assessment policy.