



## RELIGIOUS EDUCATION

Created/Revised:	March 2023
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Review Details:	
Review Date:	March 2024
Approved by Governing Body:	To be ratified

## OUR RE VISION

At Hartburn Primary School, pupils are taught about a range of religions in a safe, nurturing environment. We aim for every child to leave our school with a deep knowledge and understanding of the six main world religions, where children are able to grow morally, culturally and socially. We actively promote the British Values and our **high expectations** are key to this. We encourage children to respect and ask questions about different religions, traditions and cultures around the world. We support our pupils to feel able to discuss, reflect and challenge any misunderstanding, stereotyping and division within religious groups in a safe place.

Children will develop their understanding and respect for religious traditions, beliefs and values by exploring issues within faiths, building on our pupils' prior knowledge and making meaningful links across the religions. Links are made to Global Goals and the UNICEF Rights of the Child where relevant. We believe at Hartburn Primary School that pupils learn best when lessons are purposeful and meaningful. Therefore we strive to provide our pupils with high quality first hand learning experiences that capture their imaginations and encourage curiosity from an early age. Pupils are exposed to a range of resources and artefacts and they are encouraged to record their findings in a variety of ways building on skills they have learnt in other subjects across the curriculum. We invite visiting experts into school, (some of which are parents of the children) to promote a sense of heritage and belonging. We arrange trips to places of worship to provide our children with a deeper understanding and first hand experiences. We also aim to promote **local and global responsibility** and have made links with local charities (Stockton and Billingham Food bank) to teach pupils about those less fortunate than themselves and how they can make a difference and have an impact on those lives.

We aim for our pupils at Hartburn Primary School to be **resilient**, empathetic and understanding individuals. In a rapidly changing world we hope that our pupils use the knowledge they have gained to be able to stand side by side respectfully and peacefully regardless of culture and beliefs.

## RATIONALE

*Religious Education at Hartburn Primary School is a compulsory subject and follows The Stockton Agreed Syllabus (2020).*

*R.E. is part of the basic curriculum and as such it is an educational subject in its own right and is taught against educational criteria.*

*Religious Education is not Religious Instruction.*

*In accordance with the The Education Act 1996 Parents do have the right to withdraw their child from RE, either wholly or in part, and should contact the Headteacher to discuss this.*

## AIMS OF OUR RE CURRICULUM

1. Acquire a knowledge and understanding of religion and to develop the ability to make reasoned and informed judgements about Christianity and other principal religions represented in Britain.
2. Develop an understanding of the influence of beliefs, values and traditions, communities, societies and cultures.

3. Enhance their spiritual, moral, cultural and social development by

“Developing awareness of fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.”

“Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experiences.”

4. Develop a positive attitude towards other people, respecting their right to hold different beliefs from the pupils own and towards living in a society of diverse religions.

### EARLY YEARS FOUNDATION STAGE

At the end of the Early Years RE will have supported and enhanced pupils learning and development in the following areas:

#### a) Personal, Social and Emotional Development –

##### Self Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

##### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others’ needs.

#### b) Communication and Language –

##### Listening, attention and understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

##### Speaking

- Participate in small group, class and on-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

c) **Understanding of the World –**

**Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

d) **Expressive Arts and Design**

e)

**Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.

**KEY STAGE ONE**

By the end of Key Stage One pupils will have opportunities to:

- a) Learn about aspects of Christianity, Islam and Sikhism.
- b) Encounter some of the special events, places, people objects connected with Christianity, Islam and Sikhism.
- c) Listen and talk about some stories from religious traditions and begin to identify similarities and differences.

- d) Reflect on and talk about puzzling questions which arise from their study of religion, their own experiences and their encounters with the natural world.
- e) Think about themselves, their feelings and their relationships with others, and begin to develop positive attitudes to diversity and difference, giving careful consideration to the views of others.
- f) Develop the power to recognise and talk about feelings such as love, wonder, forgiveness and sorrow.

## KEY STAGE TWO

By the end of Key Stage Two will have had opportunities to:

- a) Learn about and develop their knowledge and understanding of Christianity, Islam, Judaism, Buddhism, Sikhism and Hinduism.
- b) Encounter key events, places, people and objects connected with Christianity, Islam, Judaism, Buddhism, Sikhism and Hinduism and discuss their purposes and functions.
- c) Consider the meaning of symbols, stories and festivals for members of faith communities.
- d) Explore questions of meaning and use times of stillness to work out their own response to these.
- e) Evaluate different points of view and show sensitivity to those whose beliefs differ from their own.
- f) Relate their work in Religious Education to other areas of the curriculum and their developing knowledge of the world around them.

A variety of skills will be developed in order for pupils to access deeper levels of understanding and appreciation of the subject. The table below shows the key skills pupils are required to develop and suggestions as to how they might apply within an RE context.

Investigation and Enquiry	<ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Know how to use different types of sources to gather information</li> <li>• Know what may constitute evidence for understanding religion(s)</li> </ul>
Interpretation	<ul style="list-style-type: none"> <li>• Draw meaning from artefacts, works of art, poetry and symbolism</li> <li>• Interpret religious language</li> <li>• Suggest the meanings of religious texts</li> </ul>
Expression	<ul style="list-style-type: none"> <li>• Explain concepts, rituals and practices</li> <li>• Communicate the significance of religious symbols, technical terms and religious imagery</li> <li>• Identify and articulate matters of deep conviction and concern</li> <li>• Respond to religious issues through a variety of media</li> </ul>

Application	<ul style="list-style-type: none"> <li>• Make the association between religions and the individual community, national and international communities</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>• Distinguishing between opinion, belief and fact</li> <li>• Distinguishing between the features of different religions</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Debate issues of religious significance with reference to evidence and argument</li> <li>• Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> </ul>
Synthesis	<ul style="list-style-type: none"> <li>• Link significant features of religion together in a coherent pattern</li> <li>• Connect different aspects of life into a meaningful whole</li> </ul>
Reflection and Response	<ul style="list-style-type: none"> <li>• Think reflectively about feelings, relationships, experience, ultimate questions, beliefs and practices, moral issues</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>• Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>• Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>• Seeing the world through the eyes of others and considering issues from their point of view</li> </ul>

## ASSESSMENT, RECORDING AND REPORTING

The units of work provided in this Stockton Agreed Syllabus support the ongoing formative assessment of pupils' progress. In addition, end of unit assessments are included with each unit of work. A variety of formative and summative assessment techniques incorporating different learning styles and formats will also be used.

<b>VISUAL</b>	<b>AURAL</b>
Symbols Pupil display/frieze work Cartoon strips Photographs Drawings Sequencing pictures Collage	Debate/discussion – whole class or small group Taped conversations Role play Class reporter Brainstorming Interviews Twenty questions Interview a visitor
<b>KINAESTHETIC</b>	<b>WRITTEN</b>

Visits to places of worship	Essays
Class assembly	Comprehension
Creating replicas of artefacts	Completing stories
Drama	Diary log
Dressing up	Creating field of words/pictures
Composing music	Sentence stems
Creating a data base	Creative writing
Making models	Written response to film/TV extract
Making videos	Create recipes and menus
Making board games	
Cook authentic food	

## THE ROLE OF THE RE SUBJECT LEADER

At Hartburn Primary School the RE subject leader will:

- Ensure the development of a progressive curriculum map, monitor its implementation and impact.
- Promote the integration of RE within appropriate teaching and learning activities;
- Manage the provision and deployment of resources and give guidance on classroom organisation support;
- Inspire colleagues to deliver high quality teaching and learning opportunities;
- Lead INSET within the school, and investigate suitable courses elsewhere;
- Act as a contact point between the school and support agencies, including the LA;
- Analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- Write, monitor and evaluate an action plan for RE for the School Improvement Plan
- Lead the evaluation and review of the school's RE policy.
- Bid for and manage the budget for this curriculum area;
- Monitor and review the RE provision within the school

## DISABILITY EQUALITY IMPACT ASSESSMENT

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

## EQUAL OPPORTUNITIES

The staff of the school endeavour to ensure that all pupils, regardless of age, gender or race will have the opportunity to participate in RE.

### **SPECIAL EDUCATIONAL NEEDS**

The staff will ensure that all work is planned at a suitable level for the ability of each child. Each pupil should obtain maximum benefit by being challenged to reach his or her potential but without impossible demands being made.