

Religious Education Policy



Aims & Objectives:

At Delph Side, we believe that learning about religion and beliefs is an extremely important part of our broad curriculum as it shapes our children's knowledge and understanding of the world in which they live. Our teaching provokes challenging questions which contributes to children's personal development and promotes mutual respect and tolerance in a diverse society. The skills and attitudes taught throughout our RE curriculum make a significant contribution to children's Social, Moral, Spiritual and Cultural development, promote fundamental British Values and contribute positively to social cohesion.

We teach children about the beliefs, values and living religious traditions of Christianity and other religions (Islam, Judaism, Hinduism, Sikhism and Buddhism). We offer opportunities for personal reflection through shared human experiences and searching for personal meaning. Exposing the children to this wide range of world religions helps us to ensure that they foster an understanding of diversity and promote respectful attitudes.

We hope that through the teaching of RE, our children will;

- explore their own belief
- build their sense of identity
- build a sense of belonging
- develop respect for others

Religious Education Curriculum:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Christianity God	Christianity Jesus	Islam	Judaism	Hindu Dharma	Christianity Church
Y2	Christianity God	Christianity Jesus	Hindu Dharma	Islam	Christianity Church	Judaism
Y3	Christianity God	Islam	Christianity Jesus	Christianity Church	Sikhism	Hindu Dharma
Y4	Hindu Dharma	Christianity God	Sikhism	Christianity Jesus	Islam	Christianity Church
Y5	Christianity God	Islam	Hindu Dharma	Christianity Jesus	Christianity Church	Judaism
Y6	Christianity God	Hindu Dharma	Islam	Christianity Jesus	Buddhism	Christianity Church

We ensure progression in RE across the school by clearly mapping key skills and key learning across year groups. This means that learning from previous years is built upon and the expectation increases as children move up the school. The tables below show key skills & key learning expectations for each year group.

Key Skill Progression

	<u>Beliefs & Values</u>	<u>Living Religious Traditions</u>	<u>Shared Human Experience</u>	<u>Search for Personal Meaning</u>
Year 1 What do people say about God?	Give an example of a key belief and/or a religious story Give an example of a core value or commitment	Use some religious words & phrases to recognise and name features of religious traditions Talk about the way that religious beliefs might influence the way a	Notice & show curiosity about people and how they live their lives	Ask questions

Religious Education Policy



		person behaves		
Year 2 How do we respond to things that really matter?	Retell and suggest meanings for religious stories and/or beliefs Use some religious words & phrases when talking about their beliefs & values	Identify & describe how religious is expressed in different ways Suggest the symbolic meaning of imagery and actions	Identify things that influence a person's sense of identity & belonging	Ask relevant questions Talk about their own identity and values
Year 3 Who should we follow?	Show an awareness of similarities in religions Identify beliefs & values contained within a story/teaching Identify the impact religion has on a believer	Identify how religion is expressed in different ways Use religious terms to express how people might express their beliefs	Describe how some people, events & sources of wisdom have influenced and inspired others	In relation to matters of right and wrong, recognise their own and others' values Discuss own questions and responses related to the question 'who should we follow and why?'
Year 4 How should we live our lives?	Describe what a believer might learn from a religious teaching/story Make links between ideas about morality & sources of authority	Describe the impact religion has on believers' lives Explain the deeper meaning and symbolism for specific religious practices	Consider the range of beliefs, values and lifestyles that exist in society Discuss how people make decisions about how to live their lives	Reflect on their own personal sources of wisdom and authority
Year 5 Where can we find guidance about how to live our lives?	Make links between beliefs & sacred texts, including how & why religious sources are used to teach & guide believers Explain the impact of beliefs & values – including reasons for diversity	Explain differing forms of expression & why these might be used Describe diversity of religious practices & lifestyle within the religious tradition Interpret the deeper meaning of symbolism – contained in stories, images & actions	Explain (with appropriate examples) where people might seek wisdom and guidance Consider the roles of rules & guidance in uniting communities	Discuss & debate the sources of guidance available to them Consider the value of differing sources of guidance
Year 6 Is life like a journey?	Analyse beliefs, teachings and values and how they are linked Explain how the beliefs & values of a religious tradition might guide the believer through the journey of life Explain the impact of beliefs, values and practices – including differences between and within religious traditions	Use developing religious vocabulary to describe & show understanding of religious traditions, including practices, rituals and experiences Explain differing ideas about religious expression	Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging Discuss how people change during the journey of life	Raise, discuss and debate the questions about identity, belonging, meaning, purpose, truth, values & commitments Develop own views & ideas in response to learning Demonstrate increasing self-awareness in their own personal development

Key Learning Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity (God)	God the father Prayer	Creation Care for the planet Harvest	Prophets Service to God Inspirational people	The Bible Christian life – guided by wisdom, teachings & authority	Sin Adam & Eve's disobedience Temptation & morality	Salvation Forgiveness
Christianity (Jesus)	The Nativity story Beliefs about Jesus as God incarnate Christmas	Jesus as the light of the world Symbolism of light Advent & Christmas celebrations	Discipleship Following the example of Jesus Helping others	Jesus in the wilderness Lent Sacrifice	Miracles of Jesus Pilgrimage	Holy Week The Eucharist Denominational differences
Christianity	Baptism	Worship	The Holy	Parables	The Trinity	Christian rites of

Religious Education Policy



(Church)	Belonging	The Church Use of symbols	Spirit Gifts of the spirit Pentecost	Love for all	Use of symbols & metaphors	passage Denominational differences
Islam	God as creator Care for the planet	Submission & gratitude Prayer	The Prophet Muhammed (pbuh) Zakah	The Five Pillars of Islam Ramadan	The Qur'an The Night of Power	The Ummah Hajj
Judaism	God's promise Noah Abraham Trusting in God	Moses Ten Commandments The Sabbath			The Tora The synagogue	
Hindu dharma	One God in many forms God in all things Expressing ideas about God	Devotion Worship in the home & temple	Religious duty Hindu scriptures (the Ramayana) Raksha Bandhan	Vishu Rama & Sita Diwali	Krishna Holi	Reincarnation Karma The 4 ashramas
Sikhism			Guru Nanak The 10 gurus Baisakhi	The 5 Ks Equality The Gurdwara		
Buddhism						The Buddha The Four Noble Truths The Eightfold path

Vocabulary

Key vocabulary is identified for each unit of work. Vocabulary is constantly drip-fed into teaching by the teacher and children are encouraged to reference key vocabulary within their recording.

Early Years Foundation Stage:

Children in Reception are taught about RE through 'Understanding the World – People & Communities'. Through stories, photographs, puppets, role play, dance and more, children are taught about people who do things differently to themselves. Children are taught to foster positive attitudes to diversity and difference. Some examples include; Diwali Day, the Nativity, Chinese New Year party day.

Recording:

We use a whole class floor book approach to recording learning in RE. Floor books show evidence of learning through the use of; photographs, mind maps, story-maps etc. All children contribute to floor books by answering questions and adding their thoughts on post it notes. Discussions with children have shown that this method of recording helps children to retain new learning more effectively as the focus is on completing memorable activities rather than on writing at length.

Enrichment:

Religious Education Policy



At Delph Side, we believe that one of the ways in which our children learn best is through practical hands on experiences. As a result, we hold a Faith Week at the beginning of each school year. Visitors from different religions are invited into school and they deliver exciting workshops for all classes to take part in. We invest heavily in this experience as we think that this really brings children's learning about different religions to life.

We also feel it is important for children to visit local places of worship. We have close links with OAKS Church in Skelmersdale and a selected group of children visit the church each year to attend an Easter workshop. Our Year 4 children also attend a trip where they visit different places of worship.

Assessment:

Teaching staff assess children's ability in RE during every lesson. Through asking targeted questions and listening to responses, and monitoring children's recorded work, teachers are able to make judgements against Age Related Expectations. Termly judgements are made and data is analysed by the subject leader to ensure that all children are making expected progress. The subject leader talks to teachers about children who are not working at the expected level and ways of helping these children to close the gap are discussed.

Subject Leader:

The RE subject leader is responsible for monitoring the quality of RE across the school. This is done through pupil attitudinal questionnaires, looking through books with children and asking them to answer questions linked to key learning which has already taken place, lesson observations, discussions with staff and the monitoring of data.

The subject leader attends regular CPD forums and keeps up to date with current developments in the subject. Staff know that they can approach the subject leader for support with their teaching of RE.

The subject leader will report to the Headteacher and Governors on a termly basis to identify the current strengths and areas for development within the subject.

Withdrawal from RE:

Any parent wishing to withdraw their child from RE must attend a meeting with the RE Subject Leader and Headteacher.

Equal Opportunities:

Teaching staff are committed to ensuring that all children, irrespective of ability, race or gender, are given full access to the Religious Education curriculum. Activities are differentiated by outcome, allowing all children to participate in lessons at a level which is appropriate to them.

To be reviewed: November 2020