

# 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.

Delph Side is a Community primary school. We deliver RE in line with the Locally Agreed Syllabus from Lancashire County Council. We use the Discovery RE programme as our scheme of work. Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory national guidance.

By following Discovery RE at Delph Side, we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**

## RE Curriculum

Within our RE scheme, each year group is taught about Christianity plus one other religion. The grid below shows specific enquiries for each year group:

# Religious Education Policy



## Reception:

Discovery Enquiry	Religions studied:
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism
What makes people special?	Christianity, Islam, Judaism.

## Year 1:

Discovery Enquiry	Religions studied:
Does God want Christians to look after the world?	Christianity
What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	<a href="#">Judaism</a>
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

## Year 2:

Discovery Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
Does praying at regular intervals every day help a Muslim in his/her everyday life?	Islam
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity
Does going to a Mosque gives Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

## Year 3:

Discovery Enquiry	Religions Studied
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity

# Religious Education Policy



What is "good" about Good Friday?	Christianity
How can Brahman be everywhere and in everything?	Hinduism
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism

## Year 4:

Discovery Enquiry	Religions studied
Is it possible for everyone to be happy?	Buddhism
What is the most significant part of the nativity story for Christians today?	Christianity
Can the Buddha's teachings make the world a better place?	Buddhism
Is forgiveness always possible for Christians?	Christianity
What is the best way for a Buddhist to lead a good life?	Buddhism
Do people need to go to church to show they are Christians?	Christianity

## Year 5:

Discovery Enquiry	Religions studied
How far would a Sikh go for his/her religion?	Sikhism
Is the Christmas story true?	Christianity
Are Sikh stories important today?	Sikhism
How significant is it for Christians to believe God intend Jesus to die?	Christianity
What is the best way for a Sikh to show commitment to God?	Sikhism
What is the best way for Christian to show commitment to God?	Christianity

## Year 6:

Discovery Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	Islam
How significant is it that Mary is Jesus' mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam

# Religious Education Policy



Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Teachers ensure that the teaching of RE is tailored to meet the needs of all learners in their class. Activities are differentiated and challenge is provided for those who are Able and Talented.

## **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.

## **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:**

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 of 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.

# Religious Education Policy



The subject leader attends 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:**

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

## **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.