



Religious Education Policy 2024

Approved by:

Date: November 2024

Last reviewed on: November 2021

**Next review due
by: November 2027**



Rationale

Religious Education at Grove Vale Primary School is taught in accordance with the statutory requirements of the Education Reform Act (1988) and the 'Sandwell Agreed Syllabus for Religious Education'.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about one's self, God, and the nature of reality, issues of right and wrong and what it means to be a human being both individually and collectively. It develops children's knowledge and understanding of the nature of religion and belief including Christianity, principal religions, other religious traditions, and world views, in the context of a diverse society.

The purpose of this policy is:

- To state the school's approaches to this subject in order to promote member of staffs', parents', carers' and governors' understanding of the curriculum;
- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school.

At Grove Vale Primary School, the moral tone of the school is based on Christian principles, which form the basis of Religious Education (R.E.) teaching. However, R.E. is also taught with regard to the increasingly diverse school community, so the theories and practices of other faiths are also included in our teaching. Faiths represented at Grove Vale Primary School include Christian, Hindu, Muslim and Sikh. Some children have no identified faith background. The role of Religious Education is to provide opportunities for pupils to study and reflect on the beliefs and practices on which people base their lives so that respect for those with religious and other beliefs is well founded. The subject contributes to the development of the pupils' own beliefs and values and a sense of identity. Religious Education should not attempt



to alter a child's own belief, but to provide knowledge of its own and others' beliefs to enable our children to understand, question but respect other beliefs, a key objective in our British Values ethos.

Aims

- To acquire knowledge and understanding of the teaching, beliefs, and practices of Christianity and other principal religions represented in the School and local community.
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teaching of the principal religions represented in the local community.
- To develop respect for other peoples' right to hold different beliefs.
- To develop a positive attitude towards living in a society of diverse religions.
- To contribute to the development of their beliefs and values.
- To enhance their spiritual, moral, cultural, and social development by learning about religion and life issues.

Objectives

- Pupils will know about and understand the teaching, beliefs, and practices of Christianity and the other principal religions represented in the School and local community
- Pupils will understand the influences of beliefs, values and traditions on individuals, communities, societies and cultures
- Pupils will be able to make reasoned and informed judgements about religions and moral issues with reference to the teaching of the principal religions represented in the local community
- Pupils will respect other people's right to hold different beliefs
- Pupils will have a positive attitude towards living in a society of diverse beliefs and values



- Pupils' spiritual, moral, cultural, and social development will have been enhanced by learning about and from religion and life issues

The curriculum-expectations

Coverage and content

Planning should follow the SACRE 2024 and Grove Vale overview document. The 'Grove Vale Weekly Planner' planning form should be used.

Cross - curricular and core value links can be made where appropriate.

Range of learning styles, types of tasks and activities should be planned for to meet the objectives, and stimulate the children's interests, just as it would be within the core subjects.

Take opportunities to teach theology through RE by asking 'big questions' - pupils to respond to both verbally and in written responses. These questions do not have to be linked to unit of work being taught.

During Early Years and key Stage 1, pupils learn about the Christian religion asking questions such as 'Why do Christians perform the nativity? And 'What is the good news that Christians believe Jesus brings? They are also introduced to the Sikh religion.

During key Stage 2, pupils continue to build on the Key Stage 1 learning, but in addition have a number of discrete units on Christianity, Judaism, Hinduism, Islam and Sikhism. Pupils are increasingly encouraged to ask personal and theological questions, use their learning about religion to reflect on life issues, express their beliefs and help them to live harmoniously in a diverse society.

The principle theme of the new syllabus 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. (SACRE 2024)

There should be a suitable balance between expecting pupils to express their own ideas through speaking, listening, and recording what they have learned on paper in a variety of ways.

Teaching R.E. should be approached in a variety of ways. These include thorough discussions, research, stories, drama, role play, videos, involving members of the community as guest speakers, going on visits, circle time, collective worship and in school assemblies.

Teachers should aim to provide stimulating and challenging experiences that enable pupils to gain enjoyment and understanding from their study of Religious Education. Pupils should be provided with a first-hand experience of the religions studied if possible (through one visit to a place of worship per year, other than Year 6 who 'revisit' them all through interactive software/tours) and artefacts and authentic resources should be used wherever possible. Where religious artefacts are used, they should be treated with the respect they would be given if they were being used in their actual setting for worship.

When teaching Religious Education, the school does not seek or assume commitment by the pupils by a particular religion. However, the experiences and views that pupils do bring from home and faith communities are always valued.

Grove Vale overview of RE planning Appendix 1.

Planning, Assessment Reporting and Recording

Planning

Yr1 – Yr6: Annotation of the SACRE (2024) units being taught found on the school's SharePoint platform.

Reception: Planning using the new SACRE for EYFS alongside the Playful Ideas document.



At the end of each half term the children should show what new learning has taken place by either drawing a picture, a mind map or bullet points (assessment opportunities are detailed in SACRE units).

Planning should be uploaded in class SharePoint folders and kept in planning folders, annotations made throughout the half term if needed.

Differentiation should be taking place as per core subjects. However, some weeks it may be appropriate to have children working in mixed ability groups or pairs, but this should not be the norm.

Range of feedback planned for live mark/SA/PA/Catch my comment each group each week as per core subjects. Challenge tasks should be provided for the children. These will either be to embed or further challenge their learning. Children should be given opportunities to retrieve prior learning to enable them to know and remember more, this can happen verbally or in writing.

Recording

Year 1 – Yr6: Each class should have an RE floor book which is used to collate evidence of RE lessons taught each unit. All work that is not evidence in the book would be kept in the RE class folders. Throughout each unit, every child should have at least one piece of work evidenced in the book.

EYFS: RE work will be recorded in Learning Journey folder/ Teacher time books.

Yr1 – Yr6: RE work should be recorded each session where appropriate (practical work can be photographed or Peer/Self Assessed for Learning Objective)

Expectation of at least 4 pieces of work in books per 6 weeks half term or 5 pieces of work per 7 weeks half term.

EYFS - Should have evidence of RE whether it be through writing, drawing, observations or photographs when RE work is being carried out.

For Key stage 1 and Years 3 and 4 a learning objective grid should be used. This should include the learning objective of the lesson; along with the success criteria and a visual picture aid to support children achieve the learning objective. This should also have the RE strand listed for



that lesson as well as the keywords applicable for the learning, taken from the SACRE unit. Pencils must be used for RE work. The handwriting must be legible and follow the handwriting policy and only school handwriting pens should be used. All diagrams etc. should be in pencil.

Resources

A list of resources including appropriate ICT resources has been compiled and circulated to all teachers stating what is available and where it is stored. Resources specific to a particular religion are stored in topic boxes kept in the relevant year group classrooms. Additional resources will be purchased each year as funding permits and needs require and these will be added to the resource list.

Inclusion (Special Educational Needs & Equal Opportunities)

The school believes that it is important for all children to have access to opportunities for spiritual development and awareness and for understanding of different religious traditions. Religious education should be taught in a way and at a level appropriate to the age, gender, religion and ethnicity, ability and experience of the pupils and is therefore accessible and inclusive for all.

ICT

As with all subjects at Grove Vale Primary School, ICT should be used regularly in the teaching and learning of R.E. including the research and presentation of work.

R.E. and Collective Worship

Collective Worship at Grove Vale Primary School is distinct from the R.E. curriculum and follows a planned list of themes connected with PSHE, some of which may have religious links. There is a separate policy for collective worship.

Role of the Religious Education coordinator

The role of the Religious Education coordinator is:

- To monitor and provide support with pupil progress in RE to ensure all pupils, and all groups are making good, or better progress.



- To monitor and review the curriculum, ensuring it is in line with SACRE (2024) and the National Curriculum guidelines, providing support or training to address any issues raised during monitoring of books or assessment data.
- To make sure resources and the resource list are up to date and appropriate
- To keep the policy up to date
- To inform the SMT and all members of staff of current issues in Religious Education
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- **Monitoring and Review**

R. E. will be monitored and reviewed as part of the school's 'School Improvement Plan' and Monitoring and Evaluation cycle.

Right to Withdraw

Parents have the right of withdrawal from religious education. However, at Grove Vale Primary School we believe in and value R.E.: we think it plays an important contribution to promoting the holistic development of children regardless of their faith or background. For this reason, before exercising their right of withdrawal, we would hope that all parents would wish to discuss the matter with a member of staff or with the head teacher. However, *'The parent of a pupil at a community, foundation or voluntary school has the right to request that the pupil be excused from all or part of the RE provided. They do not have to provide a reason and the school must comply with their request.'* [Religious Education in English Schools: Non-Statutory Guidance 2010]

Stephanie Pritchard

2024

RE Coordinator

Review date





**Appendix 1 Curriculum Map for Religious Education across Grove Vale Primary School
– Long Term**

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	<p>4 units over the year</p> <p>F2. Why is Christmas special for Christians? CV – Valuing others</p>	<p>What do Christians believe God is like?</p> <p>CV – Empowering others</p>	<p>Who is an inspiring person? What stories inspire Christian, Muslim and Sikh people? CV – Relationships</p>	<p>What are the deeper meanings of festivals?</p>	<p>What kind of world did Jesus want?</p>	<p>What does it mean if Christians believe God is Holy and Loving?</p>	<p>What can we learn from religion about temptation? (Christians, Muslims)</p>
Autumn 2	<p>F2. Why do Christians perform nativity plays at Christmas? CV – Valuing others</p>	<p>Why does Christmas matter? How and why do we celebrate special times? Church visit CV – Valuing others</p>	<p>What is the 'good news' Christians believe Jesus brings?</p>	<p>What do Christians learn from the Creation story?</p>	<p>What is the 'Trinity' and why is it important for Christians?</p>	<p>Hindu, Jewish and Islamic Prayer: What? When? How? Where? Why? (Muslims, Jews)</p>	<p>Atheists and believers in God: What are the arguments?</p>
Spring 1	<p>Why is Easter special for Christians? CV – Valuing Others</p>	<p>How and why are some books holy? Sacred words for Sikhs, Muslims and Christians CV – Attitudes/Love of Learning 4.</p>	<p>Beginning to learn Sikhi: Part B. The Gurdwara, a place to belong. Gurdwara visit CV – Valuing others</p>	<p>What is it like to be a Hindu? Community worship, Celebration (Hindus) Hindu Temple visit CV – Valuing others</p>	<p>Keeping the 5 Pillars of Islam (Islam) Mosque visit CV – Valuing others</p>	<p>An Enquiry into visiting places of worship Synagogue visit CV – Valuing others</p>	<p>Christians and how to live: 'What would Jesus do?'</p>

Spring 2	F4: Why do Christians put a cross in an Easter garden? CV - Valuing Others	Why does Easter matter to Christians?	Holy places: where and how do Christians, Sikhs and Muslims worship? CV - Valuing Others	Why do Christians call the day Jesus died 'Good Friday'?	Why does the Prophet matter to Muslims? (Islam) CV - Valuing others	What do Christians believe Jesus did to save human beings?	What will make Sandwell a more respectful community? (Many religions) CV - Valuing others/Relationships for collaboration
Summer 1	Which places are special and why?	Who celebrates what? How and Where? Celebrations that matter in Sandwell (Christians, Muslim, Sikh) CV - Empowering	Beginning to learn Islam: What can we learn from Muslims in Sandwell?	What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living (Sikhi) CV - Valuing others	For Christians, when Jesus left, what was the impact of Pentecost?	Can religions help people when times get hard? (Christians, Hindu, non-religious) CV - Valuing others	Christian Aid and Islamic Relief: can they change the world? (Christians, Muslims)
Summer 2	Which stories are special and why?	Beginning to learn Islam: What can we learn from stories of the Prophet?	Beginning to learn Sikhi: Part A. Stories about the Sikh Gurus/ CV - Relationships	What is it like to be Jewish? Family, Synagogue and Torah (Judaism) CV - Valuing others	Values: What matters most? Christians and Humanists CV - Valuing others	Why do Hindus want to be good? Hindus CV - Attitudes to Learning	What impact do people's beliefs have in their lives? (transition unit)