



RE Policy

Classes Two and Three:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Christianity	Christianity	Christianity	Christianity	Christianity	Hinduism (Free Choice)
Year B	Christianity	Christianity	Islam	Christianity	Judaism	Judaism
Year C	Christianity	Christianity	Christianity	Christianity	Islam	Islam

Classes Four and Five:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Christianity	Christianity	Celebrations and Special Days (Free Choice)	Christianity	Judaism	Judaism
Year B	Christianity	Christianity	Books and Texts as a Basis for Faith (Free Choice)	Christianity	Islam	Islam
Year C	Christianity	Christianity	Secular World Views (Free Choice)	Christianity	Hinduism	Hinduism

	From the EY Units of Work
	From the KS1 Units of Work
	From the Lower KS2 Units of Work
	From the Upper KS2 Units of Work

Pupils may encounter elements of the beliefs, practices and values of other religions through the programme of study (i.e. festivals & celebrations, symbols).

Each class will study one RE unit every half term, based on the content overview in the Agreed Syllabus and organized to promote progression through our three year rolling curriculum programme.

The attainment targets set out in the Agreed Syllabus are intended to state clearly the distinctive process of learning in RE, and provide the basis for planning effective teaching at each key stage.

Our teaching of our RE reflects the model within the agreed syllabus in that within every engaging encounter with religion there needs to be almost indistinguishable but corresponding reasoned response.

This ensures that pupils

- Engage in an open and sensitive exploration to religion

- Acquire knowledge of religious beliefs, practices and values in Christianity and other principal religions represented in Great Britain as other world views and religions, e.g. Baha'i and secular philosophies, e.g. Humanism
- Develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies and cultures
- Use the skills of interpretation, analysis and explanation.

Within this aspect a pupil should study beliefs; teachings; practices and ways of life; expression and language. In simple terms what people believe; what they do and how they express themselves. The concepts which underpin a religion or worldview should be the basis for all encounters within religion.

With their reasoned response, pupils

- Develop the ability to make reasoned responses and informed judgements about religious and moral issues
- Explore and learn to communicate their own beliefs, values and experiences in terms of the spiritual, moral, social and cultural aspects of life by: - developing an awareness of the fundamental questions of life raised by human experience and how religions seek to answer them; - responding to such questions by relating religious beliefs, practices and values to their own understanding and experience; - reflecting on their own beliefs, values and experiences in the light of their study
- Develop respect for other people, their beliefs and ways of life
- Develop the skill of evaluation

Within this aspect, pupils should study issues of: identity, belonging and diversity; meaning purpose and truth; values and commitments. In simple terms making sense of who we are; making sense of life and making sense of right and wrong.

All religious education lessons must contain engaging encounters with religion and encourage reasoned responses.

Subject Content:

Early Year Foundation Stage

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. In line with the DfE's 2013 EYFS Profile, RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide opportunities for pupils to explore through: communication and language; personal social and emotional development; understanding the world; expressive arts and design; literacy and mathematics.

Key Stage One

At Key Stage 1 children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers within a local, national and global context. Children ask relevant

questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Key Stage 2

Pupils should extend their knowledge and understanding of religions and worldviews recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. They make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them.

Differentiation:

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example, pupils who are progressing more rapidly should be encouraged to extend, deepen and broaden their RE experiences.

Assessment, Recording and Reporting:

Pupils' progress in RE is assessed during each major experience and unit of work, and reported to parents at the end of each academic year. Staff should keep annotated examples of pupils' work and sufficiently detailed records to form a judgement on each pupil's level of attainment at the end of each Key Stage.

Equal Opportunities:

Staff will ensure equality of access and quality of experience for all pupils irrespective of race, gender, disability, age or class. Parents have the right to withdraw their child from Religious Education. In these circumstances, we would encourage the parents to discuss their wishes with the Headteacher.

Pupils with Special Educational Needs:

All pupils, including those with any special educational needs, have an entitlement of full access to the religious education curriculum. This entitlement will need to take account of the physical, sensory, emotional and learning needs of individual pupils in ways, which acknowledge the value of their responses, contributions and achievements. A wide range of approaches to encountering and responding should be encouraged through any medium suited to the experience and ability of individual pupils. Evidence of pupil responses to the subject content and experiences may take a variety of forms including aural, oral, visual and written. Staff must take account of the requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in religious education and assessment activities.

Resources:

The school is committed to an ongoing programme of effective resource management, which is overseen by the RE Subject Leader. The Education Library Service has an excellent bank of resources which are available to staff. The RE Subject Leader keeps the list of these resources in school, and it is also available on the ELS website.

Monitoring, Evaluation and Review:

The RE Subject Leader, in consultation with the Headteacher and staff will present the next review and evaluation of this document to the Governors for discussion and agreement on its effectiveness.

Review 30.01.18