

The Ivory Federation

Propps Hall Junior, Infant and Nursery School Springhead Infant and Nursery School Rushcroft Primary School

RELIGIOUS EDUCATION POLICY

RATIONALE

Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools, it is legally required for all pupils. RE is a core subject of the curriculum for all pupils.

Although there is not a National Curriculum for RE, the National Curriculum does state that: **'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:**

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In maintained community schools such as ours, without a religious character, the RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. We follow the Oldham Religious Education Syllabus.

Agreed syllabuses used in schools, which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. All schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

PURPOSE

Religious Education encourages pupils to:

- consider challenging questions of meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education enhances pupils':

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education develops pupils' skills of:

- enquiry and response through the use of religious vocabulary, questioning and empathy;
- reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education:

- offers opportunities for personal reflection and spiritual development.

Oldham SACRE Agreed Syllabus 2020-2025

MAIN PRINCIPLES

Religious Education at our school is inclusive and for every child across the primary phase. The delivery of our curriculum supports the aims of the Agreed Syllabus and fundamentally encourages children to have an awareness and understanding of religions and beliefs, teachings and practices and it seeks to develop in the children, a respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education does not seek to force or urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another. **We strongly discourage selective withdrawal from Religious Education and do not support it.**

In line with the law, it is a requirement that the children learn from the diversity of religions and beliefs represented locally, nationally and globally. The children are taught **Christianity and Islam in KS1** and **Christianity, Hinduism, Islam and Judaism in KS2**.

CURRICULUM ORGANISATION

In order to deliver the aims and expected standards of the syllabus, there is a minimum requirement for the allocated curriculum time given to RE, based on the law and the Department for Education's guidance.

- Children in **Reception and Key Stage 1** should receive **36 hours of RE a year**
- Children in **Key Stage 2** should receive **45 hours of RE a year**

RE is different from assembly, Religious Education taught in lessons is distinct from the time spent on collective worship or in school assemblies. The above allocated times are separate to any time spent on collective worship or assemblies.

RE is taught in a clearly identifiable time. All children in KS1 and KS2 are taught an RE unit of learning every half term, each unit being taught over a 5 day period (in the afternoons). Almost all classes have 6 units of learning of RE over the school year. The children in Early Years are taught RE through the six areas of learning, particularly through personal, social and emotional development and knowledge and understanding of the world.

The long-term curriculum plan details the overarching topic each half-term and the curriculum subjects being taught within it, this also includes subject-specific detail. The medium-term plans we have developed provide detail of the RE unit of learning and the key objectives to be taught. Each unit of learning identifies which faith is being taught.

STRUCTURE OF LESSONS

To support teachers in exploring the selected religions, the syllabus sets out an underlying teaching and learning approach, whereby children encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

The teaching and learning approach has **three core elements**, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

1. Making sense of belief
2. Making connections
3. Understanding the impact

Making Sense of Belief: Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.

Making Connections: Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied and consider how these ideas might challenge their own thinking; discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.

Understanding the Impact: Examining and explaining how and why people put their religions and beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.

The planned lessons must encourage the development of personal and social skills, and be fully inclusive of all children- including SEN.

Teachers will teach the key vocabulary (appendix 1) specific to the faith being taught throughout each unit of learning. They will use this vocabulary throughout their teaching and encourage its use by the children.

Progression over time and in lessons is to be recognised as an essential part of our RE offer and it is the teacher's responsibility to ensure that learning is progressive, where prior knowledge and skills competency is recognised as a foundation to build upon.

ASSESSMENT

RE attainment and progress is assessed through formative assessment processes, using a wide range of sources such as questioning, listening, observation and work scrutiny. Feedback is an essential part of education and a crucial tool in the assessment process. At its heart, it is an interaction between teacher and child: a way of acknowledging childrens' learning, checking the outcomes and making decisions about what teachers and children need to do next, with the primary aim of driving pupil progress.

ROLE OF THE SUBJECT LEADER

A good leader ensures that all pupils can develop their ability and knowledge, and learn the skills required to make good progress.

They plan improvements that:

- builds their school's curriculum, raises standards for pupils and leads colleagues to teach the subject better.

RE leaders:

- keep up to date with broad developments in RE education, and consider how to share these with colleagues and pupils where appropriate;
- are aware of, and take responsibility for, developments that affect school RE policy, including health and safety;
- evaluate personal leadership and management skills, and effectively address areas for development in religious education;
- appreciate the importance of developing the subject knowledge of the team for confident and consistent teaching in all lessons;
- understand how to assess the quality of teaching, including addressing learning gaps, and manage difficult conversations on performance;
- recognise the importance of putting in place primary religious education resources necessary for effective curriculum delivery and assessment of its impact;
- ensure that they access continuing professional development (CPD) for leadership of music and that colleague's access CPD to address their requirements too;
- coordinate and support the organisation of enhanced activities such as themed days, celebration of festivals, visits to places of worship.

CONCLUSION

The successful implementation of this policy will assist in ensuring our pupils are exposed to a quality RE curriculum as specified in the RE Agreed Syllabus. It aids teachers to draw upon broad-ranging content that helps children develop their knowledge and understanding of those who live around them, with whom they share their daily lives and from whom they can develop a greater understanding of the beliefs and cultures or their neighbours. Our RE curriculum policy will help the children to shape their own personal values and teach them to grow into members of society that uphold, care and respect the diversity of others.

Policy written October 2022

CHRISTIANITY
Jesus the Messiah
advent
Christ
saviour
messiah
incarnation
gospel

ALL FAITHS
Is God everywhere?
sacred mosque mandir synagogue church

CHRISTIANITY / HINDUISM / ISLAM
Making the world a better place
zakat almsgiving generosity charity fellowship justice fairness stewardship fundraising empowered emergency aid

JUDASIM
Jewish beliefs
shabbat torah mezuzah menorah chanukah kosher chalah seder plate matzah kippah Star of David

JUDASIM
Family and festivals
Rosh Hoshanah shofar tashlich Yom Kippur Pesach / Passover talmud

YEAR 5

RELIGION VOCABULARY

ISLAM
Five Pillars
Allah hajj Imam Shahadah prophet Salah minaret Zakah Muezzin Sawm Ummah Makkah Qur'an

CHRISTIANITY / HINDUISM / ISLAM
Inspirational leaders
inspiration belief faith God campaigner scripture

HINDUISM
Hindu values
Brahman atman dharma karma samsara moksha Mahabharata reincarnation ashramas

CHRISTIANITY
Christmas around the world
advent lille Juleaften sinterklaas magi orthodox christingle

CHRISTIANITY
Holy week
Holy Week salvation sacrifice punishment inspiration resurrection communion

YEAR 4

RELIGION VOCABULARY

CHRISTIANITY
Good Friday
sin Holy Week salvation Palm Sunday Good Friday Easter Sunday hope joy sadness

CHRISTIANITY & ISLAM
Pilgrimage
Lourdes Basilica pilgrim pilgrimage Hajj Makkah Iman Nazareth

CHRISTIANITY & ISLAM
Temptation, right and wrong
temptation promise serpent behave punishment grateful

CHRISTIANITY
Stories of Jesus
messages meaning parables values disciples followers Sermon on the Mount

ISLAM
Caring for others
peace health prophet zakat lent charity

YEAR 2

RELIGION VOCABULARY

ISLAM
Places of worship
sacred holy Allah mosque Makkah ritual pilgrimage prayer minaret minbar (pulpit) mihrab Imam wudu

CHRISTIANITY
Easter
Jesus life cycle Holy Week last supper new life Good Friday

ISLAM
Eid-ul-adha
festival celebration sacred decorate Eid ul Adha gratitude devotion

CHRISTIANITY
Inspirational leaders
determined hard-working patriarch compassionate considerate admire generous courageous sympathetic

People who help us
family community familiar services relationship

Artists
belief tradition celebrate special different similar

Habitats
community similarity difference religious

Fantasy
qualities strength comfort respect tolerance characteristic

Investigations
creation Christian nature wonder

RECEPTION

RELIGION VOCABULARY

CHRISTIANITY
The significance of Christmas
advent Bethlehem nativity celebration saviour shepherd wise men angels

CHRISTIANITY & ISLAM
Sacred books
sacred bible Qur'an God Prophet Mohammed

YEAR 1

RELIGION VOCABULARY

CHRISTIANITY
Christian beliefs
creator creation father good bible loving powerful forgiving prayer

ISLAM
Muslim beliefs
Qur'an mosque prayer symbol Iman salat zakat Shahadah Allah

ISLAM
Learning from stories
messenger prophet Muhammed Shahadah subha subhanallah peace be upon him (PBUH)

CHRISTIANITY & ISLAM
Belonging to a faith
Christian Muslim belonging faith community baptism cross candle ummah adhan ceremony promises

NURSERY

RELIGION VOCABULARY

Ourselves
love trust inspire care

Pre-historic Animals
nature change world

Countries
wonderful nature country place

Traditional Tales
stories messages same different

Night and Day
tradition routine celebration

Minibeasts
care compassion change life cycle