

RE Policy

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Religious Education makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.

The UK has a rich heritage of culture and diversity. Religion and belief for many people forms a crucial part of their culture and identity. At Low Road and Windmill Music Federation we aim to deliver a diverse range of lessons in KS1 and KS2, which has wider curriculum links with other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), and our Core Values.

It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion and world views in the lives of others – individually, communally and cross-culturally.

World views inform our values and are reflected in what we say and how we behave. It helps in developing an individual's knowledge and understanding of the religions and beliefs which form part of society. Provoking challenging questions about the meaning and purpose of life, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of religious traditions and worldviews. RE also contributes to pupils' personal development and well-being and to community by promoting mutual respect and tolerance in a diverse society.

We follow the Leeds Syllabus Believing and Belonging

Aims of Study

A broad and balanced programme of RE will reflect three key areas. First, it will include a study of the key beliefs and practices of religions and other world views, including those represented in Leeds. Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called 'ultimate' questions. Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values. These three areas together will nurture pupils' religious literacy and may be called phenomenology, philosophy and ethics. They are reflected in the aims here. The Local Agreed Syllabus for RE requires all pupils to:

A. Investigate **the beliefs and practices of religions and other world views**, including:

1. **Beliefs and authority:** core beliefs and concepts; sources of authority including written traditions and leaders;
2. **Worship and Spirituality:** how individuals and communities express belief, commitment and emotion.

B. Investigate how religions and other world views address **questions of meaning, purpose and value**, including:

1. **The nature of religion and belief** and its key concepts;

2. **Ultimate Questions** of belonging, meaning, purpose and truth.

C. Investigate how religions and other world views influence **morality, identity and diversity**, including:

1. **Moral decisions:** teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
2. **Identity and Diversity:** diversity among and within religions and other world views; individual and community responses to difference and shared human values.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study.

Subject content

Early Years and Foundation Stage

Pupils should encounter religions and other world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories from a range of different religions and world views. Pupils should be introduced to subject specific words and use all their senses to encounter beliefs and practices. They should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity.

RE is a legal requirement for all pupils on the school roll, including all those in the reception year. 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 these opportunities for pupils. Sensitivity to the backgrounds and experience of young children is important, whether or not they come from a faith background.

Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting.

Although all areas of the EYFS profile are relevant, RE particularly supports the development of: Communication and language; Personal, social and emotional development; Understanding the world.

Communication and language

Children:

- listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development

Children:

- understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and a sensitivity to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

Children:

- talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter, in different cultures and beliefs.

Expressive arts and design

Children:

- use their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children access a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

These learning intentions for RE are developed from relevant areas of the EYFS Profile (DfE 2013) and are reproduced from the Curriculum Framework for RE.

Key Stage 1

Pupils should develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong, and begin to respond with their own views.

Teaching and learning should be focused around Christianity and Islam, alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.

As part of investigating the **beliefs and practices of religions and other world views**, pupils should be taught to:

- Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them;
- Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come;
- Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.

As part of investigating how religions and other world views address **questions of meaning, purpose and value**, pupils should be taught to:

- Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry;
- Observe and recount different ways of expressing belief, responding sensitively for themselves.

As part of investigating how religions and other world views influence **morality, identity and diversity**, pupils should be taught to:

- Find out about questions of right and wrong and begin to express their ideas and opinions in response;
- Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.

Key Stage 2

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, 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 and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

At key stage 2, teaching and learning should build on the KS1 focus around Christianity and Islam, and be extended to the study of Judaism and Sikhism, alongside developing understanding of

non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice.

As part of investigating the **beliefs and practices of religions and other world views**, pupils should be taught to:

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them;
- Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

Specifically, any systematic teaching about Christianity should focus on beliefs, practices and ways of life, including:

- the main beliefs of Christians and some of the different ways in which these are interpreted;
- the Bible as a key source of authority for Christians;
- the life and significance of Jesus as a key figure for Christians;
- ways that Christians express beliefs in worship, celebration, festivals and places of worship;
- the influence Christianity has on the way individuals live their lives;
- the impact of Christianity in the local community and the wider contemporary world.

As part of investigating how religions and other world views address **questions of meaning, purpose and value**, pupils should be taught to:

- Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities;
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

As part of investigating how religions and other world views influence **morality, identity and diversity**, pupils should be taught to:

- Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions;
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

RE and Special Educational Needs

'All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from the local community, whatever their background or ability'
(Removing Barriers to Achievement)

In supporting pupils to access the Leeds Agreed Syllabus it is important to have regard to three principles essential to developing an inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

There are many strategies that can be used to make RE more accessible to pupils with SEN. Access can be improved by:

- Giving pupils first hand experiences, for example, inviting visitors into school, visits to places of worship and taking part in celebrating festivals;
- Organising a range of activities to give personal experiences which can include dance, drama and visits to a range of environments;
- Helping pupils to understand and appreciate their world and its diversity;
- Using sensory materials and resources through sight, touch, sound, taste or smell. These can include music, use of tactile artefacts or engaging pupils in visiting a sensory garden;
- Use a range of IT to increase pupils' knowledge of religions and elements in them.

Time allocation

It is a legal requirement that all pupils are entitled to religious education. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity.

To deliver RE with integrity, schools will need to allocate at least the equivalent of an hour a week.

Low Road and Windmill Federation deliver the curriculum through RE Focus Days throughout the year. This has the advantage of enabling sustained study and a variety of learning opportunities, particularly linked to visits inside and outside school.