



Pottery Primary School

RELIGIOUS EDUCATION POLICY

Introduction

This policy is for the information of staff, governors, parents and all those concerned with the learning and welfare of the children at Pottery School.

It is the responsibility of all staff and governors to ensure this policy is understood and implemented.

Policy Statement

The Legal Framework

The Education Reform Act specifies that schools should provide a balanced and broadly based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- b) prepares such pupils for the opportunities, responsibilities and experiences of adult life (Section 1 (2)).

In Addition

- All registered pupils at a school, including sixth formers, are entitled to receive Religious Education (Section 2 (1) (a)).
- In County Schools Religious Education must be non-denominational and taught in accordance with the Local Authority's Agreed Syllabus (Section 26 of 1944 Act). In Voluntary Controlled Schools, the Agreed Syllabus will be taught except where parents have requested denominational teaching (Section 27 of 1944 Act).
- Any new Agreed Syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain (Section 8 (3)).
- Parents retain the right to withdraw their children from Religious Education (Section 9 (3)).

Aims and Objectives

The aims of R.E. are taken from The Derbyshire Agreed Syllabus 2020.

RE supports the aims for education, outlined in the National Curriculum 2013, to

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

The principal aim of RE in Derbyshire is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development.

The Derbyshire Agreed Syllabus meets this aim by using two attainment targets

Attainment Target 1 (AT1)

Learning about religion and belief

Religious perspectives

This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.

Attainment Target 2 (AT2)

Learning from religion and belief

Human experience

This includes exploring and responding to identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality.

There is a two-year cycle of topics to allow for mixed year groups (refer appendix 1)

Organisation within the Curriculum

Time Allocation

The recommended time for R.E. is as follows:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

We try to link subjects where possible so the teaching is cross curricular. This means that the RE unit is sometimes taught in a block of sessions, over several days, rather than weekly. There are other times when RE is taught weekly.

Links with Information Communication Technology

ICT is regularly used to support R.E teaching. A number of DVDs, videos and CDs are used to promote discussion and understanding. The school has purchased interactive whiteboard resources which are accessed through the school network. The internet is regularly used in R.E. lessons and the school has paid to access the RE section of the Espresso website.

Assessment and Record Keeping

Class teachers use their professional judgements to assess children's work and progress. We use the 'Not as You Know' it assessment criteria and have adapted these to the local syllabus. Teachers complete this for their class ready to move up to their next teacher. (appendix 2)

The Role of the Co-ordinator

All teachers are responsible for ensuring that they deliver the appropriate parts of the R.E. scheme of work based upon the Derbyshire Agreed Syllabus 2014.

The co-ordinator will do the following:

- monitor the delivery, progression, continuity and understanding of R.E.
- monitor the teaching of R.E. on a two-year cycle.
- discuss scheme of work and its delivery with staff as and when necessary.
- where possible, assist staff in the delivery of an area of R.E. in which they lack confidence.
- when necessary and possible, attend in-service training and be responsible for disseminating relevant information to the teaching/non-teaching staff.

- plan and deliver in-service training to staff as necessitates.
- ensure that resources are accessible to staff.

The Foundation Stage

The Agreed Derbyshire Syllabus contains units of work for the foundation stage.

Special Educational Needs

All pupils follow the units set out in the Agreed Syllabus. Work set is differentiated to cater for all levels of ability.

Equal Opportunities

Teacher's weekly plans will indicate where and when necessary, how activities/investigations are adapted or extended to cater for children of differing ability. Children may be grouped in such a way that these abilities can be best catered for and this may involve the pupil being taught by another member of staff other than the classroom teacher.

Every effort is made to ensure that activities are as equally interesting and accessible to both boys and girls. Teachers strive to avoid any bias according to a child's sex, ethnic origin, disability or social background in accordance with procedures outlined by Derbyshire County Council.

Review

The Head teacher and staff will review this policy regularly. Any amendments will be presented to the Governing Body.

| APPENDIX 1 | RE Schemes of work 2020 - 2021 A | | | | | |
|---------------|---|---|--|---|--|--|
| | Autumn | | Spring | | Summer | |
| Reception | F5: Where do we belong? | F4: Which times are special and why? | F6: What is special about our world? | F2: Which people are special and why? | F3: Which places are special and why? | F1: What stories are special and why? |
| | <i>Christians, Hindus and Muslims</i> | <i>Christians, Hindus and Jewish people.</i> | <i>Christians, Muslims and Jewish people.</i> | <i>Christians, Hindus and Jewish people.</i> | <i>Christians and Muslims.</i> | <i>Christians, Hindus and Muslims</i> |
| Year 1/2 | 1.1: Who is a Christian and what do they believe? (part 1) | 1.6: How and why do we celebrate special and sacred times? (party 1) | 1.2: Who is a Muslim and what do they believe? (part 1) | 1.7: What does it mean to belong to a faith community? | 1.5: What makes some places sacred? This could be an R.E week or fit into a cross curricular unit of study. | |
| | <i>Christians</i> | <i>Christians, Muslims and Jewish people.</i> | <i>Muslims</i> | <i>Christians, Muslims and Jewish people.</i> | <i>Christians, Muslims and/or Jewish people.</i> | |

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|-----------------|--|--|--|---|--|
| Year 3 3/4 4 | L2.7: What does it mean to be a Christian today? (part 1) | L2.8: What does it mean to be a Hindu in Britain today? (part 1) | L2.2: Why is the bible so important for Christians today? | L2.5: Why are festivals important in religious communities? Easter focus possibly an R.E week. | L2.4: Why do people pray? |
| | <i>Christians</i> | <i>Hindus</i> | <i>Christians</i> | <i>Christians and Hindus/Jewish people/Muslims</i> | <i>Christians, Hindus or Muslims.</i> |
| Year 5 5/6 6 | U2.1: Why do some people think that God exists? | U2.6: What does it mean to be a Muslim in Britain today? (part 1) | U2.7: What matters most to Christians and Humanists? | U2.2: What would Jesus do? (Can we live by the values of Jesus in the Twenty-first century?) | U2.4: If God is everywhere, why go to a place of worship? Possible RE week or fortnight with a focus on a visit to the church and Mandir (e.g Hindu temple) |
| | <i>Christians, non-religious (Humanists)</i> | <i>Muslims</i> | <i>Christians, non-religious (Humanists)</i> | <i>Christians</i> | <i>Christians, Hindus and Jewish people</i> |

| <u>RE Schemes of work B year 2021-2022</u> | | | | | | |
|--|--|---|--|---|---|---|
| | <u>Autumn</u> | | <u>Spring</u> | | <u>Summer</u> | |
| Reception | F5: Where we belong? | F4: Which times are special and why? | F6: What is special about our world? | F2: Which people are special and why? | F3: Which places are special and why? | F1: What stories are special and why? |
| | <i>Christians, Hindus and Muslims</i> | <i>Christians, Hindus and Jewish people</i> | <i>Christians, Muslims and Jewish people</i> | <i>Christians, Muslims and Jewish people</i> | <i>Christians and Muslims</i> | <i>Christians, Hindus and Muslims</i> |
| Year 1/2 | 1.3: Who is Jewish and what do they believe? | 1.6: How and why we celebrate special and sacred times? (part 2) | 1.2: Who is a Muslim and what do they believe? (part 2) | 1.1: Who is a Christian and what do they believe? (part 2) | 1.4: How can we learn from sacred books? | 1.8: How should we care for others and the world and why does this matter? |
| | <i>Jewish people</i> | <i>Christians, Muslims and Jewish people</i> | <i>Muslims</i> | <i>Christians</i> | <i>Christians, Muslims and Jewish people</i> | <i>Christians and Jewish people</i> |
| Year 3/4 | L 2.8: What does it mean to be a Hindu in Britain today? (part 2) | L2.7: What is it like to be a Christian in Britain today? (part 2) | L2.5: Why are festivals important to religious communities? Eid focus, possibly a RE week | L2.3: Why is Jesus inspiring some people? | L2.9: What can we learn from religions about deciding what is right and wrong? | L2.6: Why do some people think that life is like a journey and what significant experiences mark this? |

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|----------|--|---|---|--|--|--|
| | <i>Hindus</i> | <i>Christians</i> | <i>Christians and Hindus/Jewish people/Muslims</i> | <i>Christians</i> | <i>Christians, Jewish people, none-religious people (Humanist)</i> | <i>Christians, Hindus and/or Jewish people</i> |
| Year 5/6 | U2.6: What does it mean to be a Muslim in Britain today? (part 2) | U2.8: What difference does it make to believe in Ahimsa (respect for all living things and the avoidance of violence to others) Grace (love and mercy given to God) and /or Ummah (the whole community of Muslims bound together by ties of religion)? | U2.5: Is it better to express your beliefs in arts and architecture or in charity or generosity? Please note this unit allows for some whole class or project work that recalls past study. | U2.3: What do religions say to us when life gets hard? Please note that this unit allows for some whole class or project work that recalls past study about being Christian, Hindu etc | | |
| | <i>Muslims</i> | <i>Christians, Muslims and Hindus (recap)</i> | <i>Christians, Muslims and none-religious (Humanist)</i> | <i>Christians, Hindus and none-religious responses</i> | | |

APPENDIX 2

Targets in RE

RE Targets - Year 1 and 2

| | Y1 TARGETS | | | | | | | | | | | | | | | | | |
|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1.1 | I can talk about a religious story I have heard | | | | | | | | | | | | | | | | | |
| 1.2 | I can use the right names for things that are special to Christians (Jews, etc) e.g. say "That is a Church", or "She's praying" when my teacher shows me a picture | | | | | | | | | | | | | | | | | |
| 1.3 | I can recognise religious art, symbols and words and talk about them e.g. say "That is a Star of David" when my teacher shows me a picture | | | | | | | | | | | | | | | | | |
| 1.4 | I can talk about things that happen to me e.g. talk about how I felt when my baby brother was born | | | | | | | | | | | | | | | | | |

