



RE Education Policy 2021-22

At Rokeby Park Primary School, we strive to deliver a high-quality RE curriculum, which allows the pupils to recognise the significance of knowing and understanding a range of religions and worldviews, through the three disciplines of Theology, Philosophy and Social Science. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Aims

Through the objectives set out by The Constellation Trust and based upon the framework of the East Riding SACRE and the Early Years Foundation Stage framework, RE aims to ensure children develop religious literacy through:

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social sciences
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social sciences to enhance learning about religions and different worldviews
- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social sciences
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Curriculum

This RE curriculum will help pupils to:

- answer to questions about a range of religions and worldviews,
- express ideas and insights about the nature, significance and impact of religions and worldviews
- gain and deploy the skills needed to engage seriously with religions and worldviews

The curriculum is broad and balanced, and takes into account different abilities, attitudes and physical, emotional and social development. Through their religious education the children learn knowledge, deepen their understanding, and learn to reflect. In line with developing practice across the country we introduce pupils to some different ways to enquire about religion and worldviews. We will use the idea of using three different lenses theological, social sciences and philosophical, to explore a balance of beliefs, ways of living and thoughtful, deep questions. Everyone has a worldview be it religious or otherwise. RE in our school enables pupils to consider their own worldview as well as those of the different religious and non-religious groups and individuals they learn about.

Each unit will be taught using an enquiry approach to learning which draws upon prior knowledge, skills and understanding. This approach reflects the principles of curriculum coherence, with less content and an emphasis on establishing understanding of core concepts. There is an expectation that topics will be taught in a deeper way, using a multi-disciplinary approach and paying attention to the big ideas which underpin learning. This approach provides children with the opportunity to develop 'powerful knowledge' about the religions and worldviews they study, which helps to make them skilful and sophisticated interpreters of the world around them.



Early Years

Religious Education in Early Years will encourage exploration of the world and respond to children's natural curiosity about things around them. Children will begin to explore the world of religion in terms of special places, times, people, books, and objects. They will listen to and talk about stories from different traditions and be introduced to some religious words. They will learn to listen to and comment on views expressed by others in a sensitive way and begin to understand and be sensitive to difference. Children will be encouraged to ask questions and share their own traditions. They will be invited to use their senses when exploring religions and ways of expressing identity and belief; learning through play and creative activities. They will have an opportunity to reflect on their own feelings and experiences and be encouraged to use their imagination and curiosity whilst developing an appreciation and wonder of the world in which they live.

RE is not part of the **statutory** curriculum for children in nurseries and early years settings. However, there are elements of religious education which can contribute to the areas outlined in the **Early Learning Goals** and in the **Development Matters for 3-4 years** which set a foundation for learning in RE in Reception classes.

Key Stage 1

In Key Stage 1 pupils explore **Christianity** and **Islam**. Children will also consider other faiths and non-religious world views, including **Humanism**.

Learning in Year 1 builds from EYFS, thinking about the uniqueness of the individual and what it means to belong. Children talk about what is important to them and others, valuing themselves and reflecting on their own feelings and experiences. They explore what it means to belong to a faith family, becoming a member and keeping the rules. Pupils learn about naming ceremonies, how and why people worship; connect symbols and artefacts and sacred texts to the appropriate faith and begin to learn about different beliefs about God and the world around them. Stories, artefacts and other religious materials are used to help pupils recognise that beliefs are expressed in a variety of ways; they are introduced to key religious concepts and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief to different people. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations.

Learning in Year 2 explores aspects of religion and belief in greater depth and introduces non-religious worldviews. Children will be able to explain what temptations there are in their own lives and how they make their own choices linking to British Values. They will be introduced to key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs. Children will also be encouraged to develop and explore their own Big Questions about the world and how other things came about. They will consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree.

Lower Key Stage 2

In Lower Key Stage 2 pupils explore **Christianity** and **Hinduism** and **Sikhism** in some depth, plus one other religion or non-religious worldview which is **Humanism**. Children will also consider other faiths and non-religious world views.

Learning in Year 3 builds from prior knowledge, skills and understanding developed in KS1, particularly Unit 1.3 'Worship.' Children will explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered. They will investigate the lives of key figures who may be described as founders of their faiths. They will make links with a local place of worship and contrast with a place of worship from a different faith.



Through engaging in a range of experiences, children will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.

Learning in Year 4 provides an opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within and to study a religious community in depth. They will meet with different people and members of different faiths to investigate their beliefs and values and the impact on community life, and be encouraged to ask questions about living in a multicultural society. Children will begin to recognise how religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken. They will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths.

Upper Key Stage 2

In Upper Key Stage 2 pupils explore **Christianity** and **Hinduism** and **Sikhism**, in some depth, plus one non-religious worldview which is **Humanism**.

Learning in Year 5 explores religious expression in all its diversity, considering different ways of expressing belief through a range of creative media and in their actions. They explore the meanings of symbols and activities expressing belief. Children will be given an opportunity to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, they will contrast the ideas and influence of significant people who hold non-religious worldviews. Children will also develop an understanding of the purpose of making pilgrimage, what happens during pilgrimage and its impact.

Learning in Year 6 provides opportunities for children to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories from religions and in secular life; to consider what religions teach about forgiveness and how reconciliation may take place. They will explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage give shape to a person's identity and will sensitively consider the ways in which these milestones impact on families and the wider community, particularly in relation to end of life issues. Children will investigate different ideas about god and humanity and ask ultimate questions from different perspectives.

RE curriculum planning

Every state-funded school in England must provide the Basic Curriculum which includes provision for RE for all registered pupils at the school), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998.

RE is taught through weekly lessons or linked to the wider curriculum where appropriate. This equates to 60 minutes a week in Key Stage 1 and 75 minutes a week in Key Stage 2. Following the East Riding SACRE scheme means that children can progressively build on prior knowledge, through year groups and Key Stages. Key vocabulary is displayed in classrooms for each unit of work, and this is consistently used and referred to when teaching.

The medium term plan shows clearly the prior knowledge and end points for each unit of work.

Assessment and Recording

At Rokeby Park, assessment is an integral part of the teaching process. Children record their learning in RE books, but some learning may happen through role play, discussions and questioning. Each class has an RE book which will display learning in these ways, alongside a class book which will show photographs and other experiences in RE lessons. Feedback is given to the children as soon as possible and marking work will be



guided by the schools marking policy. Five end of unit assessment questions check the children's understanding against key concepts for each unit of work.

Monitoring

Monitoring takes place through sampling children's work, teacher planning, book scrutinies, learning walks and lesson visits.

Roles and Responsibilities

The Head teacher will:

- actively support and encourage staff, praise good practice and support staff development, in-service training and acquiring resources.

The RE Leader will:

- advise and support staff in planning, teaching and learning of religious education;
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice;
- use feedback from monitoring to develop an action plan for religious education with realistic and developmental targets;
- audit, identify, purchase and organise all RE resources, ensuring they are readily available and well maintained;
- document and review the agreed ways of working through a written policy document and knowledge and skills progression;
- compile a portfolio of children's RE work to evidence progression and examples of good practice for staff to refer to;
- keep up to date on new developments in the use of religious education in the curriculum and inform staff;
- promote religious education throughout the school.

The Class Teacher will:

- be responsible for the planning and teaching of religious education as set out in this policy;
- follow the subject's long term plan and medium term plan, alongside using the Scheme of work
- embed the RE Knowledge and Skills Progression document within planning and quality first teaching;
- create and regularly refer to a key vocabulary display within the classroom linked to each theme.

Resources

We have a wide range of resources linked to different religions and units of work in school. The local Hull Curriculum Service is fully available to support learning as is the library service where topic resources can be obtained. In addition, local persons with expertise in particular topics are invited to visit the school and enthuse and inspire our pupils.