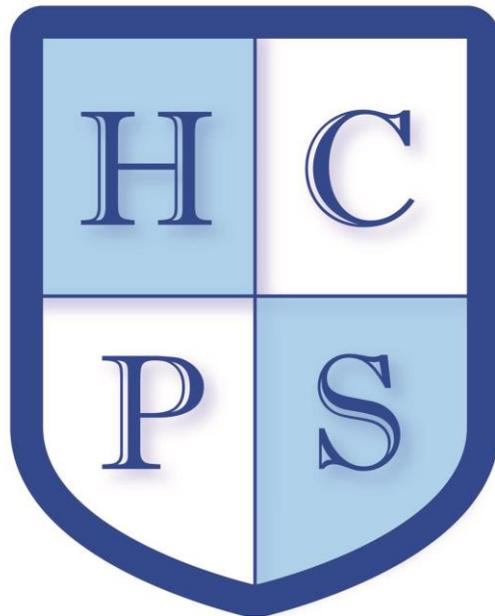


# Hunslet Carr Primary School



Religious Education

**High expectations**  
**Caring**  
**Positive attitude**  
**Successful**

Policy reviewed: May 2018

Next review: May 2020

*High expectations, Caring, Positive and Successful*

## **STRENGTHS OF OUR SCHOOL**



### **The Children**

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

### **The Community**

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

### **The Curriculum**

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

### **The Staff**

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

## THE CURRICULUM WE HOPE TO PROVIDE



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### **Skills**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
ICT skills fit for the future  
Life skills – money, time, cooking  
Safety skills – Swimming, healthy choices  
Problem solving skills – Patience & Resilience

### **Attitudes**

Confident and independent  
The belief they can reach for the stars  
Celebrate a range of cultures  
Take responsibility for the environment  
Be honest and learn from their mistakes  
Children who are caring and helpful

### **Experiences**

To have 1<sup>st</sup> hand experiences of...  
Going away on a residential trip  
Visiting a range of places of worship  
A chance to look after an animal  
Relevant trips to theatres/farms/beaches  
Taking part in public performances  
Work experiences & further education

### **Knowledge**

High school ready English & maths  
To know about local places of interest  
To know where we are in the world  
Life skills – money, time, cooking  
Information about possible careers  
To know major historical facts  
To know their own strengths

## Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of Religious Education at Hunslet Carr.

## Rationale

Religious Education plays a very important part in many aspects of our lives including everyday situations and the world of work. RE has a significant role in the promotion of spiritual, moral, social, and cultural development.

Through Religious Education we aim to help our pupils to develop as tolerant young people with respect and understanding of the views of others. This will include both religious and non-religious world views.

As part of RE, pupils are encouraged to thoughtfully evaluate their own and others' views in a reasoned and informed manner while challenging prejudice and stereotyping.

In this way, pupils can reflect on their uniqueness, share their feelings and emotions, and appreciate the importance of forming and maintaining positive relationships.

Religious Education provides opportunities to explore questions of meaning, purpose and value. This will be done from perspectives of faith and other non-religious world views. 'Other non-religious world views' is taken to mean beliefs, arguments or philosophies that approach questions of meaning and purpose without reference to belief in a deity. This may include a structured, named philosophy such as Humanism, or a more general argument or approach relevant to the questions studied.

Through their study of RE, our pupils will gain a greater understanding of the identity and diversity of their local community. They will grow up to live and work positively as active, purposeful citizens alongside people of all beliefs and cultures.

Consequently, our children have an entitlement to develop their knowledge, understanding and capabilities in Religious Education.

## Aims

For pupils at Hunslet Carr:

1. To help pupils acquire and develop knowledge about Christianity, other principal religions and other non-religious world views
2. To develop pupils' understanding of their own and other peoples' beliefs, values, and cultures, including religious practices and non-religious views
3. To develop within pupils respect and sensitivity towards other people and their beliefs, cultures, values and religious practices
4. To give pupils opportunities to reflect on and respond to the values, beliefs and practices of different religions and philosophies, including non-religious world views
5. To enable pupils to reflect on their own and others insights into life and its origin, purpose and meaning
6. To enrich opportunities for pupils' spiritual, moral and cultural growth.

### Teaching and Learning

As teachers, it is important that Religious Education is taught in a variety of ways. There is scope to use whole class, group and individual work in teaching RE and it is vital that children receive these various styles. Children need to be given a variety of tasks including practice and consolidation, investigations and problem-solving.

Links between RE and other core and foundation subjects should be made where possible to ensure that children see the importance of RE within all areas of the curriculum.

### Progression in RE

The school is using the Leeds Agreed Syllabus for RE 2015 as our framework for teaching RE, which is a developmental programme that is matched to the National Curriculum Framework for RE.

### **Aims of Study**

The Leeds 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 a 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.

### **Teachers will plan to teach RE through key questions, enquiry and investigation.**

Each unit of work will focus on a key question related to the subject content of the syllabus. Enquiry and investigation of the key question will include at least three elements:

- An analysis of the question;
- A critical investigation of relevant beliefs, practices and ways of life;
- A reasoned and critical response.

## **Early Years and Foundation Stage**

Pupils will 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 will be introduced to subject-specific words and use all their senses to encounter beliefs and practices.

They will be encouraged to ask questions and talk about their feelings and experiences. Pupils will use their imagination and curiosity to develop an appreciation of, and wonder at, the natural world. They will 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 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. The material will 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.

### **Examples of possible EYFS Topics.**

F1 Where do we live and who lives there?

F2 How do Christians celebrate Christmas?

F3 What makes a good helper?

F4 What can we see in our wonderful world?

F5 Who and what are special to us?

## **Key Stage 1**

### **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 views.

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

## Example of possible KS1 Topics

### Year 1

#### **A. Beliefs and practices of religions and other world views**

- 1.1 Why are stories important?
- 1.2 Why do we celebrate special occasions?

#### **B. Questions of meaning, purpose and value**

- 1.3 What does it mean to belong to a church or a mosque?

#### **C. Questions of morality, identity and diversity**

- 1.4 Why do we care about people?

### Year 2

#### **A. Beliefs and practices of religions and other world views**

- 2.1 How do Christians and Muslims celebrate a new life?
- 2.2 How can we make good choices?

#### **B. Questions of meaning, purpose and value**

- 2.3 How and why do people pray?

#### **C. Questions of morality, identity and diversity**

- 2.4 How can we look after our planet?

## 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.

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

## Example of possible KS2 Topics

### Year 3

#### **A. Beliefs and practices of religions and other world views**

- 3.1 What does it mean to be a Jew?
- 3.2 Who can inspire us?

#### **B. Questions of meaning, purpose and value**

- 3.3 How are beliefs expressed through arts?

#### **C. Questions of morality, identity and diversity**

- 3.4 What do Christians believe about a good life?

## **Year 4**

### **A. Beliefs and practices of religions and other world views**

4.1 How are important events remembered in ceremonies?

4.2 What words of wisdom can guide us?

### **B. Questions of meaning, purpose and value**

4.3 What do creation stories tell us about our world?

### **A. Questions of morality, identity and diversity**

4.4 What faiths make up our community?

## **Year 5**

### **A. Beliefs and practices of religions and other world views**

5.1 Why are some places and journeys special?

5.2 What do we know about Islam?

### **B. Questions of meaning, purpose and value**

5.3 Should we forgive others?

### **C. Questions of morality, identity and diversity**

5.4 What matters most to believers?

## **Year 6**

### **A. Beliefs and practices of religions and other world views**

6.1 What does it mean to be a Sikh?

6.2 How do Christians express their beliefs?

### **B. Questions of meaning, purpose and value**

6.3 What is compassion?

### **C. Questions of morality, identity and diversity**

6.4 How does growing up bring responsibilities and commitments?

## Planning

The long-term planning for RE follows the framework given by the Leeds Agreed Syllabus which is matched to the guidance in the National Curriculum Framework for RE and the Early Years Framework.

The framework is implemented via medium term topic planning in line with the school planning policy.

Teachers will plan to teach RE through key questions, enquiry and investigation.

Within the planning Learning Objectives and Success Criteria are shared with the children at some time within the lesson.

## Assessment, Recording and Reporting

Assessment of RE can be done in a variety of ways including observation, giving an independent or co-operative task or a test. Both formative and summative assessment will be carried out.

Formative assessment being linked to short-term planning and marking to inform future teaching. Summative assessment being at the end of each term to inform next steps, the next teacher, key stage, parents and aid target setting.

This assessment will be done in line with the school assessment policy. Record keeping will be done in line with school policy and should be done to inform planning. Teachers will make informal records, i.e. jotting down individual strengths and weaknesses. They will also make formal records, i.e. using Chris Quigley Milestone assessment and Leeds Syllabus end of Key Stage Statements, to assess whether a child has a basic, advancing or deep level of understanding within the subject.

Reporting of RE will be by statutory requirements.

( Pupils do not need to be assessed formally after every unit of work. But, as a minimum, schools need to:

- report to parents at the end of each key stage, indicating progress towards the relevant end of key stage statement;
- report to any school to which a pupil is transferring, including the routine transfer to a secondary school or college. )

The annual school report covers progress, effort and achievements in RE.

### **End of Key Stage Statements**

#### **KS1**

##### **Beliefs and authority**

Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and traditions and recognising the traditions from which they come.

##### **Worship and spirituality**

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out about the meanings behind them.

Recognise some different ways that people express beliefs and values, appreciating some similarities between communities.

##### **The nature of religion and belief**

Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.

##### **Ultimate questions**

Explore questions about belonging, meaning and truth so that they can express their ideas and opinions in response using words, music, art or poetry.

### **Moral decisions**

Find out about questions of right and wrong and begin to express their ideas and opinions in response.

### **Identity and diversity**

Find out about and respond with ideas and examples of co-operation between people who are different.

## **KS2**

### **Beliefs and authority**

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources and traditions and to beliefs and teachings that arise from them in different communities.

### **Worship and spirituality**

Describe and make connections between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, to reflect on their significance.

Explore and describe a range of worship and expressions of spirituality so that they can understand different ways of expressing meaning.

### **The nature of religion and belief**

Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance.

Ultimate questions

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.

### **Moral decisions**

Discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their answers to these questions.

### **Identity and diversity**

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.

## **Equal Opportunities**

It is important that all children are given the opportunity to develop their RE abilities regardless of race, gender religion, ethnic group, culture or ability. We would also plan to develop children's multi cultural awareness making sure the curriculum reflects the wider community. Children need relevant experience and language to access our creative curriculum successfully.

## Special Needs

Children on the SEND register and who have specific learning difficulties will be planned for.

## Differentiation

RE provides a good opportunity for differentiation based on:-

- Resources (e.g. providing texts at different levels)
- Outcome
- Progression (e.g. highlighting different skills for different children)
- Task (e.g. setting different tasks within one topic)
- Support (use of support staff )
- Differentiated Success criteria.

Children should be allowed to work at their level of attainment.

## ICT

Each year group has daily access to either Lap tops or iPads which can be used by children to support the teaching of RE.

## Homework

This will be given in line with the school homework policy. RE will be the focus of a learning log while it is being taught in class.

## Time

To ensure there is adequate time dedicated to the teaching of RE, each class teacher is expected to monitor the coverage of the key questions and plan topics accordingly.

## Visits

Each year group will plan to visit a place of worship to support their RE topics. The present schedule is :

Y1 – A church

Y4 - A gurdwara

Y2- A mosque

Y5 - A mandir

Y3- A synagogue

Y6 – A Buddhist Centre

## Resources

The school has some resources for RE.

Teachers Books / Files with examples of planning and schemes of work to support different topics.

Access to the West Yorkshire RE Hub – for on-line resources and planning.

Posters and photo packs for different faiths and cultures.

Story books from different faiths and cultures.

DVDs about different faiths and the lives of believers.

Artefacts and Sacred Texts from a variety of faiths.

### Safety and Care

The safe use of equipment is to be promoted at all times in line with the Health and Safety Policy.

### The Role of the Headteacher

To ensure that the National Curriculum Framework for RE is implemented

To encourage and support the subject leader's approach to RE development across the curriculum

To support and encourage all staff in the teaching of RE

To make available the necessary resources to continue the development of RE within the school budget

To promote RE in school

### The Role of the Subject Leader

To promote RE in school

To provide a good example of the teaching of RE in the classroom

To ensure resources are available

To plan and implement future developments of RE through action plans

To review and monitor both the planning and teaching of RE

To work alongside staff when required

Attend relevant courses and disseminate information to staff

Arrange INSET courses for staff

Organise the acquisition of new resources

Support colleagues

Encourage parental involvement

### Role of the Staff

To ensure that RE is taught in the classroom in line with the Leeds Agreed Syllabus.

With the support of the subject leader and head teacher to implement any changes in the teaching of RE.

To ensure there is equality of opportunity in the teaching of RE.

To inform the co-ordinator of any problems which may arise in the implementation of RE.

Teach and assess the children RE.

### Role of the Governing Body

The governors will monitor the development and implementation of RE in school.

### Review

This policy is to be reviewed every two years.

Name: G. Abbott

RE Subject Leader May 2018.

### **Appendix 1: Chris Quigley RE Milestones**

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
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<b>To understand beliefs and teachings</b>	<ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>
<b>To understand practices and lifestyles</b>	<ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul>
<b>To understand how beliefs are conveyed</b>	<ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul>
<b>To reflect</b>	<ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul>
<b>To understand values</b>	<ul style="list-style-type: none"> <li>• Identify how they have to make their own choices in life.</li> <li>• Explain how actions affect others.</li> <li>• Show an understanding of the term 'morals'.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>