

Leominster Primary School Religious Education Policy



Leominster Primary School will engage in the teaching of RE through the implementation of The Herefordshire Agreed Syllabus 2015-2020. The Syllabus is now being taught throughout the school being used fully from September 2016.

Principle Aim

The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The curriculum for RE aims to ensure that all pupils:

- 1. Know about and understand a range of religions and world overviews, so that they can:**
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - Appreciate and appraise varied dimensions of religion.

- 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Religious Education at Leominster primary school offers opportunities for personal reflection and spiritual development for both the children and the staff. It does not seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another. It is an inclusive syllabus.

Statutory Requirement

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principle religions in the UK, in line with the law. These are Islam, Hinduism, Sikhism,

Buddhism and Judaism. Children from families where non-religious worldviews are held may also be represented within our school. These worldviews, including Humanism, will also be a focus for study.

RE is a core subject of the curriculum for all pupils.

Leominster Primary School will undertake its statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents.

The school will ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus, ensuring that the curriculum is coherent and shows progression.

Planning

Leominster Primary School will follow the key questions set out in the Agreed Syllabus and plan and teach according to these. The three strands of these questions are: Believing, Expressing, and Living. When planning for RE, teachers will have the principal aim of RE at the forefront of their minds.

During each key stage, pupils will be taught knowledge, skills and understanding through learning about Christians and Muslims or Jewish people. Pupils may also encounter other religions and worldviews in thematic units. Each year group has set key questions to focus on during a term to ensure a wide variety of topics are covered over the key stage.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|---|--|---|--|
| EYFS | F1 Which stories are special and why? | F2 Which people are special and why? | F3 Which places are special and why? | F4 Which times are special and why? | F5 Where do we belong? | F6 What is special about our world and why? |
| Year 1 | 1.7. What does it mean to belong to a faith community? | 1.6. How and why do we celebrate special and sacred times? | 1.1. Who is a Christian and what do they believe? | | 1.5. What makes some places sacred? | |
| Year 2 | 1.8. How should we care for others, and the world, any why does it matter? | 1.6. How and why do we celebrate special and sacred times? (different festival focus) | 1.2. Who is a Muslim and what do they believe? Or 1.3. Who are Jewish people and what do they believe? | | 1.4. How can we learn from sacred books? | |
| Year 3 | L2.7. What does it mean to be a Christian in Britain today? | | L2.1. What do different people believe about God? <i>Christian focus and either or both Hindus and Muslims</i> | L2.5. Why are festivals important to religious communities? <i>Easter focus</i> | L2.4. Why do people pray? | L2.2. Why is the Bible important for Christians today? |
| Year 4 | L2.8. What does it mean to be a Hindu in Britain today? | | L2.9 What can we learn from religions about deciding what is right and wrong? | L2.3. why is Jesus inspiring to some people? | L2.5. Why are festivals important to religious communities? | L2.6. Why do some people think that life is like a journey and what significant experiences mark this? |
| Year 5 | U2.1. Why do some people think God exists? | U2.4. If God is everywhere, why go to a place of worship? | U2.2. What would Jesus do? (Can we live by the values of Jesus in the 21 st century?) | | U2.6. What does it mean to be a Muslim in Britain today? | |
| Year 6 | U2.5. Is it better to express your beliefs in arts and architecture or in charity and generosity? | U2.8. What difference does it make to believe in ahimsa, grace and/or <i>Ummah</i> ? | U2.7. What matters most to Christians and Humanists? | | U2.3. What do religions say to us when life gets hard? | |

Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. As a school, we will assess at the end of each unit, using progress steps; Entering, Working within, Working securely and Working at greater depth through each of the three strands: Believing, Expressing, and Living. Children will be placed at one of these points and the information will be passed to their next teacher.

Marking

All work should be completed in topic book. KS2 (and Year 2 if able) work should be laid out the same - Date miss a line. LO miss a line. Start. No need for success criteria. Objectives/ Key questions can be stuck in if preferred.

Teacher to mark in red pen. LO met. LO should be skills based. If a key questions is used instead then tick if met and comment related to the questions (science/RE). Development question to be given if appropriate to aid further understanding.

Spellings – KS2 - Pick up basic age appropriate errors or common spelling errors high lighting in yellow and pupils to correct. Children should be encouraged to self-correct.

KS1 –teachers to correct spellings –no more than 3.

Comment on presentation / handwriting. KS2 –encourage to join.

If a child goes out of the class – teacher to note in their book.

Mark S for support or I for independent.

Where work is not used try to use photograph evidence. Place a photo with a comment.

Person Responsible: Amy Taylor

Date of Last Review: Summer 2017

Date of Next Review: Summer 2019