



RE POLICY

January 2015

To be reviewed February 2018

The Purpose of RE

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2014.

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The RE Curriculum

In school, the curriculum is based on the Local Agreed Syllabus for Calderdale and Kirklees, produced by SACRE for teaching from September 2014. The syllabus has three aims for pupils:

- To know about and understand a range of religions and other world views;
- To express ideas and insights about questions of beliefs and meaning;
- To investigate and respond to important questions for individuals and the wider community.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. At Key Stage 2, teaching and learning is extended to include Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life. Other faiths will be studied alongside the core religions and pupils will additionally study Hinduism and Buddhism systematically at secondary level.

Achievement and Progress

We assess progress of pupils against the end of key stage statements in the syllabus. Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. We will report to parents on individual pupils' achievement relative to the end of key stage statements in at least years 2 and 6.

RE lessons

RE is timetabled so that pupils are provided with approximately 30 hours of RE each year. Lessons will be delivered in a combination of weekly lessons and in cross-curricular topics. Lessons are normally taught by the class teacher or PPA cover. The school has an RE coordinator who supports and monitors the subject.

The place of RE in our school

As part of enriching pupils' experiences, we include visits and visitors in RE lessons. RE contributes to oracy and literacy through drama, discussion and debate. RE makes a substantial contribution to pupils' Spiritual, Moral, Social and Cultural development by, for example, exploration of spirituality, moral debate and examining links between religion and culture. RE supports our commitment to equality through developing respect and tolerance of differences. We value the support given to RE through links with the local and wider community, such as Holme Sunday School and St. David's Church in Holmbridge.

Withdrawal from RE

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to do so with the head teacher. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

Enquiries and questions

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's class teacher.

LONG TERM PLANNING:

Class 1	Autumn 1 (Religious beliefs)	Autumn 2 (Meaning)	Spring (Religious Beliefs)	Summer (Justice)
1 st Year of Curriculum Cycle	F1- Where do we live and who lives there? 2.3- How can we make good choices?	F5- Who and what are special to us? 1.1- Which books and stories are special?	F4- What can we see in our wonderful world? 2.2- How do Christians and Muslims celebrate new life?	F3-What makes a good helper? 1.3- Why do we care?
2 nd year of Curriculum Cycle	F1- Where do we live and who lives there? 2.1- How do people pray?	F2-How do Christians celebrate Christmas? 1.4- How do we celebrate special occasions?	F5- Who and what are special to us? 1.2 What does it mean to belong to a church or mosque?	F4- What can we see in our wonderful world? 2.4- How can we look after our planet?

Class 2	Autumn 1 (Religious beliefs)	Autumn 2 (Meaning)	Spring (Religious beliefs)	Summer (Justice)
1 st Year of Curriculum Cycle	4.2- Who can inspire us?	6.3- What is compassion and how can it be shown?	5.1- Why are some places and journeys special?	4.3- How do festivals use light as a symbol?
2 nd year of Curriculum Cycle	3.3- What does it mean to be a Jew?	5.4- What matters most to believers? (Humanism and 2 world faiths)	3.4- What do Christians believe about a good life?	6.2- Can charity change the world?
3 rd Year of Curriculum Cycle	5.3- What do Muslims believe about a good life?	3.2- What do creation stories tell us about our world?	6.4- What is important to Christians?	4.1- What faiths make up our community and how can we make sure that everyone belongs?
4 th Year of Curriculum Cycle	6.1- What does it mean to be a Sikh?	4.4- What words of wisdom can guide us?	3.1- How are rules expressed through art?	5.3- Should we forgive others?

A/ Field 1: Religious beliefs- How do people express their religious beliefs?

B/Field 2: Meaning- What does it mean to be human?

C/Field 3: Justice- How do we live together?

ABOUT EACH UNIT

<p>F.1 Where Do We Live? Who Lives There?</p>	<p>This unit sets the scene for other units in EYFS. It establishes a sense of belonging to a community of family, school and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities.</p>
<p>F.2 How do Christians celebrate Christmas?</p>	<p>A simple introduction to the Christmas story covering: What was special about Jesus' birth? What was special about this baby? What would He become? Why are names special? What do Christians believe about this special baby?</p>
<p>F.3 What makes a good helper?</p>	<p>This unit can be introduced in either Nursery or Reception. It explores the need to follow rules and the way in which we care for our friends and families. It helps children begin to develop an awareness of the wider world in which we live.</p>
<p>F.4 What can we see in our wonderful world?</p>	<p>This unit will involve children exploring the outdoors and the wonders of nature. It will give the opportunity for children to investigate, take an interest in and look after the natural world.</p>
<p>F.5 Who and what are special to us?</p>	<p>This unit can be introduced in either Nursery or Reception. The focus is learning about ourselves and explores the fact that we are all different but unique and special. The unit then looks at people that are special before then examining objects that are special to the children.</p>
<p>1.1 Which books and stories are special?</p>	<p>Pupils start by thinking about special books and stories for themselves, offering important links to literacy. They reflect on the meanings (or 'morals') in stories, including secular tales and fables. The unit goes on to investigate special books and writings for religious believers, in particular the Bible and the Qur'an. Pupils consider why these are special and how they are respected and treated. They hear and think about special stories, some of which are contained in special books.</p>
<p>1.2 What does it mean to belong to a church or a mosque?</p>	<p>The pupils will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there. Although the planning here is designed around Islam and Christianity, it may be appropriate to extend this to other places of worship, particularly if the class or local community reflects that diversity.</p>
<p>1.3 Why do we care?</p>	<p>This unit will help develop skills of questioning, explanation and awareness of what 'caring' looks like for different pupils and people of different faith backgrounds. It will develop skills in reflection and communication and encourage self-esteem and empathy.</p>

1.4 How do we celebrate special occasions?	This unit allows the pupils to consider the concept of celebration. It links a number of ideas together: the ways in which we celebrate special events and how religions mark festival days. It will help develop pupils' understanding of celebrations, including religious festivals. It includes a study of Harvest festival, Eid ul Fitr and Sukkot. Pupils are enabled to respond and reflect by creating their own class celebration.
2.1 How do people pray?	An introduction to how Christians and Muslim pray. Pupils should develop an understanding of the importance of prayer to those who belong to that religion.
2.2 How do Christians and Muslims celebrate new life?	Pupils will learn how Christian and Muslim families welcome their babies. They will think about how it is important to welcome people and especially new babies. They will study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well. Pupils will be given the opportunity to reflect on the concept of promise and to compare different approaches to welcoming new life.
2.3 How can we make good choices?	The unit of work explores how people always face moral choices. It starts with a consideration of what makes a happy classroom, and why rules are important. Pupils then study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. They also look at non-religious stories and how these exemplify some guidelines for life. They are invited to respond by considering what would make the best rules for life.
2.4 How can we look after our planet?	Pupils will learn about the views of different religions/beliefs regarding the origins of the world. They will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet. This unit also places the foundations for later units of work in Year 3 on caring for our world.
3.1 How are beliefs expressed through art?	Exploring how faith is expressed through a variety of arts offers many opportunities to experience and study a variety of expressions of belief and to link this with arts subjects. The unit includes music, visual art, drama and dance.
3.2 What do creation stories tell us about the world?	This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories.
3.3 What does it mean to be a Jew?	This unit focuses on what it is like to be Jewish, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs.
3.4 What do Christians believe about a good life?	Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit pupils should be

	encouraged to reflect on the influence of Bible stories on individuals and communities. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented. Pupils reflect on, analyse and evaluate their own beliefs and what it means to lead a good life.
4.1 What faiths make up our community and how can we ensure that everyone belongs?	This unit looks at different places of worship in the local community and their significance to believers. Members of faith communities come into school to discuss what happens in their place of worship and why it is important to them. It is important throughout this unit to draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.
4.2 Who can inspire us?	This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils will develop an awareness of the key figures in the Abrahamic religions and their teachings. They will learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society.
4.3 How do festivals use light as a symbol?	This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.
4.4 What words of wisdom can guide us?	This unit uses examples of 'words of wisdom' from Sikhs, Christians and Muslims to enable pupils to think for themselves about sources of guidance or wisdom in their own lives. Stories and sayings from the religions are used for the opportunity they provide to reflect upon the pupils' own values and experiences.
5.1 Why are some places and journeys special?	This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to and why and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.
5.2 What do Muslims believe about a good life?	Pupils begin this unit by exploring what it means to lead a good life. They will then learn about the importance of the Qur'an to Muslims in their everyday lives. Pupils will explore different themes found from important stories in the Qur'an. Throughout the unit pupils should be encouraged to think about how Muslims may use each story as a reminder to lead a good life. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented.
5.3 Should we forgive others?	This unit will explore the partner concepts of forgiveness and reconciliation in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allows pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology and

	practice and to think for themselves about questions to do with forgiveness reconciliation and values.
5.4 What matters most to believers?	This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Muslims and Humanists. The unit works towards an understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Muslim and Humanist ideas for themselves and at every point to explore examples and teaching referring to their own values, in the light of other people's ideas.
6.1 What does it mean to be a Sikh?	This unit offers teachers the chance to introduce pupils to the Sikh religion in a clear and straightforward way, taking account of the history, current practice and beliefs of the Sikhs in Britain today. It provides for pupils to learn from some Sikh stories, ideas and concepts and to develop their own appreciation of Sikh religion.
6.2 Can charity change the world?	Pupils will learn about the work of two major faith based charities, Islamic Relief and Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic and Christian traditions. The unit is challenging to attitudes of selfishness or small mindedness. Through their study, they compare the two charities and their work, looking at their inspiration. They will consider the personal challenge to make the world a better place.
6.3 What is compassion and how can it be shown?	The unit of work explores the theme of compassion. It investigates a range of religious teachings and how these are applied in practice. During the unit pupils also investigate different responses to conflict in the teachings of some religions. Pupils are asked to evaluate different responses and to consider the consequences of courses of action.
6.4 What is important to Christians?	In this unit pupils investigate some core beliefs and practices of Christians, relating this to the experience and faith of Christians in the local area. The unit also considers what is meant by discipleship and the role of the Christian in the world today including: worship, beliefs, use of the Bible and caring for others.