

Gresham Primary School

RE Policy

February 2023

Rationale

1. To inform new staff, governors, parents and LEA officers of our aims for teaching Religious Education at Gresham.
2. To ensure that staff and governors hold a common view of what those aims are.
3. To heighten staff awareness, knowledge and understanding of Religious Education and its overall place in the curriculum.
4. To help staff check that these skills, knowledge and understanding are covered in the curriculum that is delivered to the children.
5. To make staff accountable for implementing the policy fully and thus ensures the entitlement of all children to the same curriculum.

Aims for teaching Religious Education at Gresham

1. To gain knowledge and understanding of
 - Christianity
 - Judaism
 - Islam
 - Hinduism
 - Sikhism
 - Buddhism.
2. To develop a respectful attitude towards others beliefs and cultures.
3. To begin to develop spiritual, moral, social and cultural aspects of personality.
4. To act in accordance with the order in the 1988 Education Act which states that whilst the religious traditions of Great Britain are, in the main, Christian, account is to be taken of the other world religions.
5. To implement the two attainment targets in Religious Education
 - learning about religion
 - learning from religion.

The Curriculum Plan covers each religion in detail throughout the Key Stages. It is based on the Croydon Agreed Syllabus for Religious Education (2013 revised 2018) and is divided into four areas: -

1. Authority and Worship
 2. Lifestyle and Celebration
 3. Sacred and Inspirational Writings
 4. Challenge
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6. To teach Religious Education from the starting point of the children's own personal feelings, experiences, questions and responses.

Teaching and Learning Style.

Religious Education is taught throughout all year groups (1-6) by a teacher and will cover the above topics.

We base our teaching on the principle that good teaching in RE allows children to think for themselves and to listen carefully, respectfully to the opinions of others whilst making up their own minds. We learn about different religions and consider what various ideas and concepts mean to them. We organise visits to places of worship which do not incur any charges what so ever and invite representatives from local religious groups to come and talk to the children. Regular assemblies are taken by the local minister. All children, regardless of race, creed, gender or ability have the right to a broad and balanced curriculum.

Teaching RE to children with special educational needs.

We teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education for all children.

Through our RE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Any written work in the lesson considers the targets set in the children's 'Passport for Learning'.

Implementing and Monitoring the Policy

Through the guidelines and curriculum plan.

Through regular discussions with the Headteacher, co-ordinator and staff as to the success and suitability of the programmes of study.

The DHT will review the curriculum coverage through discussion with the RE coordinator and book looks on a termly basis.

Evaluating the Effectiveness of the Policy

From teacher assessment (when guidelines are received from the Authority).

By talking informally to staff and children.

Through classroom observation of the children's learning by the class teacher, Headteacher or co-ordinator.

N.B

The 1988 Education Reform Act allows parents to withdraw their children from RE lessons and daily act of collective worship, once written notice has been given to the school's governing body.

Teachers also have the right to withdraw from the teaching of RE, but only after they have given notice of their intentions to the school governors.

Reviewed January 2023

Assessment in RE

Assessment

There are two attainment targets in the Croydon Agreed Syllabus 2013 and both of these attainment targets need to be addressed when assessing the pupils learning.

Attainment Target 1: Learning about religions

Attainment Target 2: Learning from religion and human experience

End of Year 1

Below Expectation:

- Pupils communicate feelings and ideas in simple phrases.
- They judge right and wrong on the basis of the consequences of their actions.
- They show some consideration of the needs and feelings of other people and other living things.

At Expected Level AT 1:

- They can name a place of worship from the religion being studied.
- They can name some artefacts from a given set and suggest how they are used.
- They can name and talk about at least one festival.
- They can sequence pictures of events from a religious story.

At Expected Level AT 2:

- Talk about a place that is special to them.
- Talk about communities that they belong to.
- They can talk about a time they have celebrated something.
- They can talk about an important person from a religious story.
- They can talk about things that are puzzling in RE.

Above Expected level AT 1:

- They can recognise and name key artefacts and symbols from the faith they have been studying and say how some are used.
- They can suggest why a Holy book is treated in a special way.
- They can recognise that there are similarities between the different religions they have studied.
- They can identify two reasons why a place of worship might be special or important to a believer.

Above Expected level AT 2:

- They can retell a religious story and can empathise with the main character.
- They can talk about behaviour and actions that they like or don't like.

- They can ask questions and suggest answers about the different values that people of different faiths have.
- They can talk about how they feel when they visit a place of worship.

End of Year 2

Below expectation AT 1:

- They can name a place of worship from the religion being studied.
- They can name some artefacts from a given set and suggest how they are used.
- They can name and talk about at least one festival.
- They can sequence pictures of events from a religious story.

Below expectation AT 2:

- Talk about a place that is special to them.
- Talk about communities that I belong to.
- They can talk about a time they have celebrated something.
- They can talk about an important person from a religious story.
- They can talk about things that are puzzling in RE.

At expected level AT 1:

- They can recognise and name key artefacts and symbols from the faith they have been studying and say how some are used.
- They can suggest why a Holy book is treated in a special way.
- They can recognise that there are similarities between the different religions they have studied.
- They can identify two reasons why a place of worship might be special or important to a believer.

At expected level AT 2:

- They can retell a religious story and can empathise with the main character.
- They can talk about behaviour and actions that they like or don't like.
- They can ask questions and suggest answers about the different values that people of different faiths have.
- They can talk about how they feel when they visit a place of worship.

Above expected level AT 1:

- They can describe similarities and differences between the ways that different people pray.
- They can describe how a believer uses their Sacred text/Holy Book in their life.

- They can describe what happens at a religious ceremony from a faith I have studied.
- They can describe a person who inspires me and explain why they are inspirational

Above expected level AT 2:

- They can identify people or events that have had an effect on my life and actions.
- They can identify what it means to say the church is a community of believers.
- They can make links between the work of religious leaders from two faiths.
- They can make links between the way different faith groups care for the environment.

End of Year 3

Below Expected level AT 1:

- They can recognise and name key artefacts and symbols from the faith I have been studying and say how some are used.
- They can suggest why a Holy book is treated in a special way.
- They can recognise that there are similarities between the different religions I have studied.
- They can identify two reasons why a place of worship might be special or important to a believer.

Below Expected level AT 2:

- They can retell a religious story and I can empathise with the main character.
- They can talk about behaviour and actions that I like or don't like.
- They can ask questions and suggest answers about the different values that people of different faiths have.
- They can talk about how I feel when I visit a place of worship.

At Expected level AT 1:

- They can describe similarities and differences between the ways that different people pray.
- They can describe how a believer uses their Sacred text/Holy Book in their life.
- They can describe what happens at a religious ceremony from a faith I have studied.
- They can describe a person who inspires me and explain why they are inspirational

At Expected level AT 2:

- They can identify people or events that have had an effect on my life and actions.
- They can identify what it means to say the church is a community of believers.
- They can make links between the work of religious leaders from two faiths.
- They can make links between the way different faith groups care for the environment

Above Expected Level AT 1:

- Show understanding of the responsibilities of a religious leader.
- Show awareness of the importance of the founder of a religion.
- Describe and compare 2 different rites of passage from faith traditions.
- Describe and understand the importance of a place of worship to the religious community.

Above Expected Level AT 2:

- Choose a piece of art or poetry and explain why it is inspiring.
- Show that they understand why Holy books are important to believers.
- Describe how the home of a religious believer reflects their beliefs.
- Show understanding of how going on a pilgrimage can strengthen a believer's faith.

End of Year 4

Below Expected level AT 1:

- They can recognise and name key artefacts and symbols from the faith they have been studying and say how some are used.
- They can suggest why a Holy book is treated in a special way.
- They can recognise that there are similarities between the different religions they have studied.
- They can identify two reasons why a place of worship might be special or important to a believer.

Below Expected level AT 2:

- They can retell a religious story and I can empathise with the main character.
- They can talk about behaviour and actions that they like or don't like.
- They can ask questions and suggest answers about the different values that people of different faiths have.
- They can talk about how they feel when they visit a place of worship.

At Expected level AT 1:

- They can describe similarities and differences between the ways that different people pray.
- They can describe how a believer uses their Sacred text/Holy Book in their life.
- They can describe what happens at a religious ceremony from a faith I have studied.
- They can describe a person who inspires me and explain why they are inspirational.

At Expected level AT 2:

- They can identify people or events that have had an effect on my life and actions.
- They can identify what it means to say the church is a community of believers.
- They can make links between the work of religious leaders from two faiths.
- They can make links between the way different faith groups care for the environment.

Above Expected Level AT 1:

- Show understanding of the responsibilities of a religious leader.
- Show awareness of the importance of the founder of a religion.
- Describe and compare 2 different rites of passage from faith traditions.
- Describe and understand the importance of a place of worship to the religious community.

Above Expected Level AT 2:

- Choose a piece of art or poetry and explain why it is inspiring.
- Show that they understand why Holy books are important to believers.
- Describe how the home of a religious believer reflects their beliefs.
- Show understanding of how going on a pilgrimage can strengthen a believer's faith.

End of Year 5

Below Expected level AT 1:

- They can describe similarities and differences between the ways that different people pray.
- They can describe how a believer uses their Sacred text/Holy Book in their life.

- They can describe what happens at a religious ceremony from a faith I have studied.
- They can describe a person who inspires me and explain why they are inspirational.

Below Expected level AT 2:

- They can identify people or events that have had an effect on my life and actions.
- They can identify what it means to say the church is a community of believers.
- They can make links between the work of religious leaders from two faiths.
- They can make links between the way different faith groups care for the environment.

At Expected Level AT 1:

- Show understanding of the responsibilities of a religious leader.
- Show awareness of the importance of the founder of a religion.
- Describe and compare 2 different rites of passage from faith traditions.
- Describe and understand the importance of a place of worship to the religious community.

At Expected Level AT 2:

- Choose a piece of art or poetry and explain why it is inspiring.
- Show that they understand why Holy books are important to believers.
- Describe how the home of a religious believer reflects their beliefs.
- Show understanding of how going on a pilgrimage can strengthen a believer's faith.

Above Expected Level AT 1:

- Recognise the main symbols found in a Christian or Hindu place of worship and explain their uses and significance to the faith.
- Express the significant events in two important religious festivals using key terms.
- Explain the significant events in the life of the founder of a religion using key terms.
- Explain the teachings concerning death, mourning and the afterlife from one religious tradition and express my own views on loss and change.

Above Expected Level AT 2:

- Explain how features of a religion makes a difference to the life of a believer.
- Suggest reasons why Holy books are used as a source of authority for believers today.

- Suggest reasons why Holy books are treated as Sacred.
- Recognise the spiritual importance for the believer of taking part in a religious festival.

End of Year 6

Below Expected level AT 1:

- They can describe similarities and differences between the ways that different people pray.
- They can describe how a believer uses their Sacred text/Holy Book in their life.
- They can describe what happens at a religious ceremony from a faith I have studied.
- They can describe a person who inspires me and explain why they are inspirational.

Below Expected level AT 2:

- They can identify people or events that have had an effect on my life and actions.
- They can identify what it means to say the church is a community of believers.
- They can make links between the work of religious leaders from two faiths.
- They can make links between the way different faith groups care for the environment.

At Expected Level AT 1:

- Show understanding of the responsibilities of a religious leader.
- Show awareness of the importance of the founder of a religion.
- Describe and compare 2 different rites of passage from faith traditions.
- Describe and understand the importance of a place of worship to the religious community.

At Expected Level AT 2:

- Choose a piece of art or poetry and explain why it is inspiring.
- Show that they understand why Holy books are important to believers.
- Describe how the home of a religious believer reflects their beliefs.
- Show understanding of how going on a pilgrimage can strengthen a believer's faith.

Above Expected Level AT 1:

- Recognise the main symbols found in a Christian or Hindu place of worship and explain their uses and significance to the faith.
- Express the significant events in two important religious festivals using key terms.
- Explain the significant events in the life of the founder of a religion using key terms.
- Explain the teachings concerning death, mourning and the afterlife from one religious tradition and express my own views on loss and change.

Above Expected Level AT 2:

- Explain how features of a religion makes a difference to the life of a believer.
- Suggest reasons why Holy books are used as a source of authority for believers today.
- Suggest reasons why Holy books are treated as Sacred.
- Recognise the spiritual importance for the believer of taking part in a religious festival