

Gresham Primary School

RE Policy

Reviewed - January 2025

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

The syllabus focuses on seven central worldviews.

1. To gain knowledge and understanding of
 - Christianity
 - Judaism
 - Islam
 - Hinduism -
 - Sikhism
 - Buddhism.
 - Humanism
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 teach Religious Education from the starting point of the children's own personal feelings, experiences, questions and responses.

The principal aim of the syllabus will be met through the Programmes of Study which incorporate two components:

- **Attainment target 1:** Learning about Religious and non-religious Worldviews
- **Attainment target 2:** Learning from Religious and non-Religious Worldviews and Human Experience.

The Curriculum Plan covers each religion in detail throughout the Key Stages. It is based on the New Croydon Agreed Syllabus for Religious Education 2024. This replaces the previous agreed syllabus of 2013 and the update of 2018. This new syllabus places a greater emphasis on World views and includes increased perspectives from Humanism as a non-religious World view. The six main world faiths plus Humanism are covered through the key stages. This new syllabus also places great emphasis on enquiry-based learning and there are many opportunities for pupils to pose questions and undertake research of their own.

Teaching and Learning Style.

In this 2024 Croydon Agreed Syllabus children are taught about the World views Approach to religious education. The world views approach follows that pupils will all have their own world view and potentially some prior knowledge. There is scope for diversity within and between belief groups. In other words, believing, thinking and living are all important to the study. Everyone has a worldview: their way of seeing, making sense of and giving coherence and meaning to the world and to their own experience and behaviour.

- Religious Education is taught throughout all year groups (1-6) by a teacher and will cover the following topics:
- Christianity
- Judaism
- Islam
- Hinduism -
- Sikhism
- Buddhism.
- Humanism

This syllabus is based on a **Big Question** for each Year group with a subsidiary question in each year for each term, and weekly questions for each week of the unit. Following the syllabus and using the units of work will enable pupils to explore their own and others' attitudes and discover the answers to these questions.

At the end of each year, an assessment of whether the pupils have answered the Big Question, is advised.

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 also Look at how religions view contemporary issues such as climate change, social justice, or global citizenship.

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.

Overview of the **Big question** and question for each half term/term.

Early Years

Why do we celebrate?

Autumn: Festivals and celebrations

Why do we care about our world and each other?

Spring: Caring and Taking Care

Why do people have rules?

Summer: Growing Together

Year 1

What does it mean to belong?

Autumn1: Why are we thankful?

Autumn 2: What places make you feel you belong?

Spring 1: Who is important to you?

Spring 2: Which stories are important to you?

Summer1: Why do people celebrate?

Summer 2: How do you know you belong?

Year 2

What is Important to People?

Autumn 1: What do some people believe about God?

Autumn 2: How do people celebrate good over evil?

Spring 1: Who do you talk to if you need some help?

Spring 2: Why are some books special?
Summer 1: How do you show someone is important?
Summer 2: What is special?

Year 3

What do different people believe about God?

Autumn: How do different people describe God?
Spring: What does it mean to be an inspiring leader?
Summer: How do people communicate with God?

Year 4

How is my community special to me?

Autumn: How do I show I'm part of a community?
Spring: How do communities celebrate?
Summer: Why are places of worship important to communities?

Year 5

Why Should we care for our World?

Autumn: What are the ways communities care?
Spring: In what ways are people judged?
Summer: What do Humanists believe?

Year 6

What do we need on Life's journey?

Autumn: How do we change through life's journey?
Spring: How does a community work?
Summer: Why do people go on pilgrimages?

Focused Religions

The focused religions to be taught at every Key stage are:

Early Years

An introduction to Religion and world beliefs

Key Stage 1

Christianity, Islam, Judaism, Hinduism and Humanism

Key stage 2

Christianity, Buddhism, Islam, Judaism, Hinduism, Sikhism, and Humanism

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 teaching of RE, 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.

Through book looks and pupil voice

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.

Assessment in RE

The principal aim of the syllabus will be met through the Programmes of Study which incorporate two components:

Attainment target 1: Learning about Religious and non-religious Worldviews

Attainment target 2: Learning from Religious and non-Religious Worldviews and Human Experience.

Assessment should:

- Raises teacher and pupil expectations.
- Enables teachers to identify strengths and weaknesses in pupils' attainments.
- Enables teachers to plan the next steps in the pupils learning.
- Provides the means to chart progress.
- Makes pupils and their parents clear about particular achievements and targets for improvement.

On the cover page of each unit in each year is a suggestion of assessments tasks. To effectively assess a child's attainment and progress, it is essential that a range of evidence is used so that holistic and accurate judgement can be made.

Some examples of evidence:

- Pupil's individual books, pupil's comments
- Class portfolios or big books
- Photographs
- Records of class discussions and debates
- Group outcomes, from acting out, role play, whispered debates etc
- Class displays
- Teacher's evaluations, observations.

Religious Education should be an active enquiry process, with meaningful, well-informed and balanced conversations, using a variety of disciplines to apply, interpret, analyse, and evaluate what they have learnt about other religions and worldviews in relation to spiritual, ethical, moral and social issues.

Through enquiry, pupils will build their knowledge and understanding about religions (sacred texts, rituals, moral teachings etc) and worldviews, consider and reflect meaningfully on what they have learnt and create an informed view.

Learning should be planned around 'Big Questions' that relate to finding out about the religions and worldviews reflected in their local community and beyond. These enquiries should encourage pupils to not only specify 'what' beliefs, practises and values are, but to also suggest 'why' these beliefs and values are held or expressed in a certain way and to identify 'how' they may be interconnected and affect

people's lives. The units of work in the Primary phase have been devised for teachers to use in order to achieve this and should therefore be followed as written.

This list is not definitive or exhaustive, but pupils may be asked to:

At KEY STAGE 1

- Talk with teacher or friend
- Act out
- Model
- Draw
- Retell
- Illustrate a story
- Share together to help others
- Explain to a teacher, friend or parent
 - Write about
- Use names or vocabulary correctly
- Listen quietly
- Show appreciation of others
- Participate in periods of quiet thought or stillness

At KEY STAGE 2

- All of Key Stage 1 plus
- Identify and express feelings and experiences in words, sounds, movement and artwork
- Write about
- Illustrate
- Dramatise
- Talk to a teacher, friend or parent
- Describe verbally or in writing
- Make a display
- Explain in words, diagrams, charts, pictures
- Listen to people and ask appropriate questions
- Explore through role play
- Behave appropriately
- Imaginatively describe
- Identify and explain symbols
- Use religious terms correctly
- Participate in periods of quiet thought and stillness

What a child should be able to do: (Assessment)

Early Years

Why do we celebrate? Autumn

- Children can talk about a celebration.
- Children can describe key features and facts about the celebration.
- Children can explain why celebrations are important to faith groups.

Why do we care about the world and each other? Spring

- Children can talk about why they should care for the world and each other.
- Children can retell a Creation story
- Children can explain that faith groups believe that God made the world and that the

Why do people have rules? Summer

- Children can talk about why we need rules.
- Children can talk about some religious texts that contain rules.
- Children can explain some similarities between the rules of different faith groups.

Year 1

Autumn 1

Why are we thankful?

- Children can talk about what they could be thankful for.
- Children can describe the things people thank God for.
- Children can explain why faith communities thank God.
- Children can explain what things both religious and non-religious people are grateful for.

Autumn 2

What places make you feel like you belong?

- Children can say what happens in a place of worship.
- Children can suggest what they expect to see in different places of worship.
- Children are able to discuss similarities and differences between the places of worship.

Spring 1

Who is important to you?

- Children should be able to name each leader and state some facts about them.
- Children should be able to identify the qualities of a leader with reference to religious or secular figures.

Spring 2

Which stories are important to you?

- Children know that stories can have a message and inform their worldviews (both religious and nonreligious).
- Children know that stories can have a message and religious stories can help people learn about God.
- Children can give and explain examples of religious and non-religious stories with a message.

Summer 1

Why do people celebrate?

- Children can talk about how people celebrate special occasions
- Children can describe how some religious festivals are celebrated
- Children can explain why people like to celebrate special occasions

Summer 2

How do you know you belong?

- Children can talk about special things that happen at home.
- Children can describe ways in which beliefs shape home life.
- Children can describe what they would expect to see in the home of many members of each religion.

Year 2

Autumn 1

What do some people believe about God?

- Children can say what many people think about God.
- Children can describe what is similar about the beliefs in God from the religions studied.
- Children can discuss similarities and differences from religion.

Autumn 2

How do people celebrate good over evil?

- Children can identify the lights associated with the different festivals and know some parts of the stories. children can compare the festivals and describe parts that are the same.
- Children can explain the use of light as a symbol for good over evil referencing examples from the festivals studied.

Spring 1

Who do you talk to if you need some help?

- Children can describe how people pray in each of the religions.
- Children understand that prayer can be personal and take many forms: thanks, asking for help, saying sorry, conversation.
- Children can discuss the places people like to pray or think.

Spring 2

Why are some books special?

- Children know that religions have special books that help them learn about God.
- Children can identify the different Holy Books and say how they are treated by believers.
- Children can explain how different faiths show reverence to their Holy Books with reference to the Torah and Qur'an

Summer 1

How do you show someone is important?

- Talk about what many people think about what God is like.
- Describe how religious people worship God at home and places of worship, compare to see what is the same. Explain why people worship God. What is worship?

Summer 2

What is special?

- Children can talk about what is special to them – describing times, places and things that are important.
- share ideas on what is special to people in religions including festivals, artefacts and places of worship.

Year 3

Autumn

How do different people describe God?

- Talk about what God is like and that some people do not believe in God
- Explain what some faiths think about God
- Compare what different faiths believe.

Spring

What does it mean to be an inspiring leader?

- Be able to identify the significant “leader” for each religion
- Be able to explain why these people are important.
- Be able to identify some similarities and difference between the leaders we have learned about.

Summer:

How do people communicate with God?

- Be able to explain what prayer is and what people may pray for and that some people don't pray.
- Be able to identify different ways, places and times other people might pray and what objects they may use to help them.
- Be able to compare the similarities and differences of prayers among different world views

Year 4

How is my community special to me?

Autumn

How do I show I'm part of a community?

- Know what the religions they have studied have rules for the believers to follow.
- Be able to outline the rules each religion follows.
- To explain why many

religions, have rules.

Spring: How do communities celebrate?

- Talk about the different celebrations that people of different faiths take part in.
- Understand how taking part can strengthen the feeling of community

Summer: Why are places of worship important to communities?

- Name some of the places of worship in the local area.
- Explain what happens in those places of worship.
- Describe how places of worship contribute to the community

Year 5

Why Should we care for our World?

Autumn: What are the ways communities care?

- See similarities between the different ways people care for the world
- Talk about how religious people are instructed to care for the world
- Understand why everyone on the planet should look after the world

Spring: In what ways are people judged?

- Understand what a hate crime is
- Have a knowledge of Holocaust Memorial Day and what it means.
- Understand that people can make a difference and work to get rid of hate crime

Summer: What do Humanists believe?

- Children can say what Humanists believe about the world
- Children can describe what is similar about the beliefs of Humanists and religious communities

Year 6

What do we need on Life's journey?

Autumn: How do we change through life's journey?

- Understand the term Rites of Passage
 - Talk about the different rituals that mark progress through life
- Understand that the different religious and nonreligious groups have different ceremonies

Spring: How does a community work?

- Understand what makes a society
- Understand that customs and laws help society to work together
- Understand the concept of community cohesion

Summer: Why do people go on pilgrimages?

Explain what makes something special and why.

- Pupils can say what many people think about God
- Pupils can describe what is similar about the belief in God from the religions studied.
- Pupils can discuss similarities and differences from the different religious and nonreligious point of view.