



Ashfield Primary School Religious Education (RE) Policy

Intent

It is our intent for the Religious Education element of our school curriculum to equip our children with the knowledge and skills to answer challenging questions, give them the opportunity to see other people's points of view and nurture an environment of respect and tolerance. We want our children to value the opinions of others to prepare them for their future lives in the hope they will contribute to a more tolerant society.

Knowledge/Respect/Tolerance

Implementation

Ashfield Primary School follows 'Believing and Belonging in West Yorkshire' the agreed syllabus for Religious Education in Calderdale, Kirklees and Leeds 2019-2024. There are three broad objectives, each subdivided into two areas. A balance of these should be included in any curriculum plan at every key stage. Pupils and students should:

- Investigate the beliefs and practices of religions and other world views;
- Investigate how religions and other world views address questions of meaning, purpose & value;
- Investigate how religions and other world views influence morality, identity and diversity.

The school uses the Leeds Agreed Syllabus (LAS) and exemplar units of work from the RE Hub for their scheme of work for R.E.

- Schools should focus on specific core religions at each key stage; Christianity and Islam from KS1, adding Sikhism and Judaism at KS2.

Foundation Stage Pupils should 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 should be introduced to subject specific words and use all their senses to encounter beliefs and practices. They should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity. The RE Resources Hub suggests the following units of work to fulfil these aims and objectives:

1. Where do we live and who lives there?
2. How do Christians celebrate Christmas?
3. What makes a good helper?
4. What can we see in our wonderful world?
5. Who and what are special to us?

Key Stage 1 Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views within themes studied and may reflect the beliefs in the local community and

beyond. The RE Resources Hub suggests the following units of work to fulfil these aims and objectives:

Years 1&2

1. Which books and stories are special?
2. How do we celebrate special events?
3. What does it mean to belong to a church or mosque?
4. How and why do we care for others?
5. Who brought messages about God and what did they say?
6. How is new life welcomed?
7. How can we make good choices?
8. How and why do people pray?
9. How can we look after the planet?
10. What did Jesus teach and how did he live?

Key Stage 2 Learning is focused around developing pupils' understanding of Christianity, Islam and nonreligious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views. The RE Resources Hub suggests the following units of work to fulfil these aims and objectives:

Years 3&4

1. How do Jews remember God's covenant with Abraham and Moses?
2. What is Spirituality and how do people experience this?
3. What do Christians believe about a good life?
4. What do the creation stories tell us?
5. How are important events remembered?
6. What faiths are shared in our country?
7. How do the Five Pillars guide Muslims?
8. Why are Gurus at the heart of Sikh belief and practice?

Years 5&6

1. Why are some journeys and places special?
2. What values are shown in codes for living?
3. Should we forgive others?
4. What do Christians believe about the old and new covenants?
5. How do Sikhs show commitment?
6. What do Christians believe about Jesus' death and resurrection?
7. How does growing up bring responsibilities?
8. How do Jews remember the Kings and Prophets in worship and life?

Learning outcomes

To develop knowledge and understanding of religious and world views, particularly allowing exploration of questions relating to meaning, purpose and values, and develop a curiosity about these.

Teaching RE

- Each unit focuses around a key question related to the subject content of the syllabus.

- Enquiry and investigation of the key question includes three elements: an analysis of the question, a critical investigation of relevant beliefs, practices and ways of life and a reasoned and critical response.
- Children are given opportunities to investigate and reflect on the beliefs and practices of religious and other world views to deepen their understanding.
- Teaching takes place in a learning context which values the children's knowledge and experiences.
- Visits out of school and visitors into school play an important part in enriching children's experiences.
- Children are encouraged to handle, observe and talk about religious artifacts with sensitivity.
- RE is taught in a fun and imaginative way, using cross-curricular opportunities as often as possible.
- Children are given opportunities for discussion and debate around key principles for religious and other world views.

Assessment

The children's work is evaluated, according to the progress ladders outlined in the Leeds Agreed Syllabus. RE is recorded in a variety of ways e.g. written, photographs, drawings and paintings. Assessment involves observing children at work and listening to what they say.

Inclusion

All learners will be given equal opportunities to access RE unless their parents ask for them to not attend. They will be supported or challenged through differentiation. Planning will reflect the varying needs of all children in the class. Where possible, the diverse society in which we live will be reflected in the teaching and learning of this subject.

Impact

- Children will be able to describe the beliefs and practices of religions and other world views;
- Children will have investigated how religions and other world views address questions of meaning, purpose & value;
- Children will have investigated how religions and other world views influence morality, identity and diversity.

Date ratified by Governing Body of Ashfield Primary School: 24/01/2024

Next review date: Spring 2027

Associated Policies

SEND,

Learning and Teaching

Assessment

Collective Worship

Marking and Feedback