



St Mary's C of E Primary School Religious Education Policy – Autumn 2017

Aims and objectives

The school's Christian ethos informs all areas of school life and the curriculum. We place greater emphasis on Christianity in our school scheme; through Worship, we explore the Christian faith in even greater detail and with particular emphasis on spirituality and prayer.

The aim of Religious Education teaching at St Mary's Church of England Primary School is to help the children learn from religions as well as about religions. We believe they should have opportunities to reflect on a wide range of ethical, moral and spiritual issues.

To enable pupils to:

- Give children of all ages the opportunity to explore their ideas about God and many issues which are important to them, in an atmosphere of trust and respect.
- Introduce Foundation and KS1 children to basic concepts and facts about religion, and to spiritual experiences. Build upon this in KS2 to broaden their knowledge and deepen their understanding.
- Foster a spirit of appreciation and acknowledgement of some differences between people, and of underlying similarities.
- Demonstrate an appreciation of the nature of religion and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life.
- To gain an understanding of the Christian way of life and of Christian values, whilst developing awareness in our children of the multicultural society in which we live.
- Develop an interest and enthusiasm for the study of religion and beliefs and enhance their own spiritual, moral, social and cultural education (SMSC).
- Develop the ability to make reasoned, informed and creative responses to religious and moral issues.
- Recognise the influence and beliefs, values and traditions on the individual, on culture and on communities throughout the world.

Content

As a Church of England school all pupils are entitled to Religious Education following the requirements of the New Agreed Syllabus for in Surrey schools (2017-2022).

The teaching of RE follows a structured plan throughout the school encompassing at least 5% of curriculum time (75 minutes) per week. RE is planned from the programmes of study to ensure progression, breadth, balance and relevance to each year group.

Each year group is being taught the following religions:

- Foundation – Thematic topics based upon children's own lives and religious experiences.
- Year ½ - Christianity, Islam and Judaism.
- Year ¾ - Christianity, deeper knowledge into Judaism, Sikhism
- Year 5 / 6 – Christianity, Hinduism and Buddhism, deeper knowledge into Islam

As well as this, each year group is also being allocated additional study units (these units are based on enhancing children's critical thinking about faith, religion and the world around them) which include:

- Year 1 and 2 – Is prayer important to everyone?
- Year 3 and 4 – What is the 'golden rule'? – and are they all the same?
- Year 5 and 6 – How can we live together in 1 world?



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Organisation

Learning experiences will include many cross curricular links. It is organised for both group and whole class teaching within:

The contribution of Religious Education to other subjects

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy have religious themes or content, which encourages discussion and this, is our way of promoting the skills of speaking and listening.

Information and communication technology (ICT)

The children are able to research religions using the internet (under supervision) and select and analyse information in CD ROMs or programmes. Microsoft Powerpoint and videos also help to show children practical examples and photographs or images. We also have a faith and celebrations computer program to which all children have access, and a folder on the shared drive of useful websites. Learnpads are used to support RE lessons.

Personal, social and health education (PSHE) and citizenship

The subject is closely linked with multi-cultural issues. Through a deeper understanding of beliefs and religious practices, a wide range of cultural expressions can be explored positively. The roles of men and women in society are also necessarily touched on. The school's policies on inclusion, race equality and equal opportunities inform our practice.

Spiritual, moral, social and cultural development

Open ended questioning allows the children to develop spiritually by exploring the issues of religious faith and values and, in doing so, they develop their knowledge and understanding of the cultural context of their own lives.

Other subjects enhanced through RE are:

- Music
- Art
- Drama
- History
- Literacy
- Food Technology
- Geography
- PSHE

RE will be taught through a range of teaching and learning styles including books, artefacts and role – play. Visits to St Mary's Church are arranged to celebrate Christian festivals throughout the year, including Christmas, Easter and Harvest. Trips to other places of worship are also incorporated within the plans. Visits from the Rector and RE based assemblies are a regular occurrence.



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Resources

The resources are found in the large storage shed outside. We are continually up-dating these resources as much as budget can allow. There are boxes of resources and artefacts linked to main faiths (Christianity, Judaism, Islam, Buddhism, Sikhism and Hinduism). There is also an extra box with books and information on our additional study units. Where possible pupils visit places of worship, eg our Parish Church, the Synagogue and the Mosque.

Planning

Each year group's planning is kept on the main server under 'schemes of work'.

In Reception, teach Religious Education as an integral part of the curriculum. We relate the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Religious Education makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as puppets, looking at artefacts and pictures.

Assessment and Recording

Teachers include a report on each pupil's progress in RE in the annual Record of Achievement. Pupils can record their work in a variety of ways either in their RE books as written work or drawing, role play, discussion or the use of ICT. The recorded evidence assists teachers both in their planning and in their reporting to parents and governors. However, much of the work is oral and ongoing teacher assessment is the best guide to progress. Attainment targets are kept and can be viewed in the hard copy of each year group's agreed syllabus.

Teaching Religious Education to children with special educational needs or gifted and talented children

At our school we teach Religious Education to all children, whatever their ability, in order to provide a broad and balanced education to all children.

For further information about how we provide for children with special educational needs or gifted and talented children, please see our Special Educational Needs or Gifted and Talented policy documents.

Monitoring and review

The Religious Education subject leader is responsible for monitoring standards. She / he also supports colleagues in the teaching of Religious Education, keeps up to date with current developments in the subject, and provides a strategic lead and direction for the subject in the school. The subject leader gives the headteacher an annual action plan in which she / he evaluates the strengths and weaknesses in the subject and addresses areas for further improvement. She / he has release time in which to fulfil this role by reviewing samples of children's work, talking to pupils and monitoring planning.

Right of withdrawal

Parents have the right to withdraw their child from the teaching of RE, also staff can withdraw themselves from the teaching of RE under agreed circumstances.

Policy written by: Bronwen Drewery (RE Co-ordinator)

Next review due: Autumn 2018



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LONG TERM PLANNING KS1: RELIGIOUS EDUCATION

	AUTUMN	Hrs	SPRING	Hrs	SUMMER	Hrs
Year 1	Church I: What makes a church different from other buildings?	4-6	Who is Allah?	2-3	Is the world a fair place?	3-4
	Why is Harvest a world-wide celebration?	4-5	Why is the Qur'an important to Muslims? Who is Muhammad (pbuh)?	4-6	How can we make the world a better place?	4
	How do Christians follow Jesus?	5	How do Muslims pray?	2-3	What are <i>your</i> big questions?	4-6
	Christmas I: Why is Christmas important to Christians?	2-3	Easter I: Why are eggs eaten at Easter?	2-3		
39-Year 2	Who were Jesus' friends?	5-6	What made Moses a good leader?	3-4	What might 'God' be like?	2-3
	Why did Jesus tell parables?	5-6	Why do Jewish families celebrate Shabbat?	4-6	What does it mean to belong?	6-8
	Why is the Bible an important book for Christians?	4-6	What is the Torah and why is it important to Jews?	2-3	Why should we look after our world?	4-6
		2-3	What is prayer?	3-4		
	Christmas II: What signs are there in the Christmas story?		Easter II: Why is Easter important to Christians?	2-3		

Bold – compulsory 36 hours per year
Year 1 36-47 hours Year 2 34-47 hours



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LONG TERM PLANNING KS2: RELIGIOUS EDUCATION

	AUTUMN	Hrs	SPRING	Hrs	SUMMER	Hrs
Year 3	Why is prayer important for Christians?	6-8	What does it mean to be a Hindu?	6-8	How do Christians celebrate milestones in life? (Birth & belonging)	6-8
	How is the Christian faith expressed through worship?	6-8	What is Maundy Thursday about?	3-4	How do religions celebrate milestones in life?	6-8
	Christmas III: Why are presents given at Christmas?	2-3	Easter III: What happened during Jesus' last week on earth?	2-3		
Year 4	What do Christians believe God is like?	6-8	How did it all begin?	6-8	What is 'Church'?	6-8
	How do people express their faith through the Arts?	6-8	What is the 'Buddhist way of life'?	6-8	What is faith and what difference does it make in our local communities?	6-8
	Christmas IV: How can artists help us understand Christmas?	2-3	NEW UNIT: Easter IV: How do Christians prepare for Easter?	2-3		



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	AUTUMN	Hrs	SPRING	Hrs	SUMMER	Hrs
Year 5	Who is Jesus?	6-8	How did Jesus change lives?	6-8	What do Muslims believe?	6-8
	Living together in one world Christmas V: Why is light used as a symbol at Christmas?	6-8 2-3	Easter V: How do we know what happened at Easter?	2-3	What are the pillars of Islam?	6-8
Year 6	The Bible. What's it all about?	6-8	Who are the Jews?	6-8	Why do Christians make promises in marriage?	6-8
	Who is the Holy Spirit? Christmas VI: What can we find out about the birth of Jesus?	6-8 2-3	What does it mean to be a Jew? Easter VI: Did Jesus have to die?	6-8 2-3	What does it mean to be a Sikh?	6-8

BOLD – compulsory 45 hours a year

Year 3 (37 – 50 hours) Year 4 (40- 54 hours) Year 5 (34-46 hours) Year 6 (34-46 hours)