

Round Hill Primary School
'Dream, believe, achieve together.'



Curriculum Policy Addition –
Religious Education.

Intent:

At Round Hill we provide children with a challenging and engaging RE curriculum that inspires a curiosity and fascination about the different religions and beliefs of people within their community and around the world.

RE provokes 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. Teaching will equip pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identity. It should develop an aptitude for dialogue in pupils so that they can participate positively in our society which is diverse in relation to religions and worldviews. Pupils should learn how to study religions and worldviews systematically, making progress by **reflecting** on the impact of religions and worldviews on contemporary life locally, nationally and globally to increasing levels of complexity and depth. Pupils should gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority. They learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life.

We ensure that our RE curriculum and learning in this area embodies and encapsulates our school vision statements of: **reflecting, daring, dreaming, persevering** and working **together**. We support the children to be **reflective** when considering what they believe and how those beliefs influence their actions on a day to day basis. We explain to the children that we are all individuals who have different talents and challenges.

The children will learn about many inspirational people from different religions who have shown that being brave and **daring** can benefit many other people in society. We encourage all members of our community to be proud of what makes them unique and empower them to explore new solutions to challenges.

We inspire in children the drive and determination to **dream** and aim high. We foster a culture of lifelong learning and that throughout our lives we will continue to develop and learn. Through RE we can open their minds to the local community and the wider world. What people of different religions believe, how they practise their religion and how it impacts on their day to day life. We can inspire the children to value the opportunities that RE can give them to learn about different religions and cultures and to appreciate what these differences can contribute to our local community or the wider world.

By ensuring the curriculum builds on prior learning and develops over time we can encourage their developing **persevering** in tackling tricky concepts. We discuss how many significant religious people have had to **persevere**, no matter what to achieve their goals.

The study of RE gives many opportunities to learn about the importance and value of **teamwork**. The idea of 'Together Everyone Achieves More' has been shown to be impactful throughout Religious Education. We provide many opportunities in our teaching and learning to work as part of a team and demonstrate that we can achieve more by working **together**. There are examples of people working as a team across all religions.

Implementation:

The Nottingham City and Nottinghamshire Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

RE in the Early Years Foundation Stage

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll, including all those in the reception year.

Key Stage 1 RE

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

Key Stage 2 RE

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Impact:

Impact is evidenced through:

- Describe, explain and analyse beliefs and practices recognising the diversity which exists within and between communities.
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
- Appreciate and appraise varied dimensions of religion
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

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Religious Education Policy

Updated in July 2021



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Religious Education Policy:

This Religious Education policy is to be used together with the 2021-2026 Agreed RE Syllabus. It is designed to highlight those areas and practices which we as a school feel are the most important to support children in their holistic development while developing a rich understanding of religious and moral view-points different from their own.

Legal Requirement:

Every maintained school must provide a basic curriculum which includes provision for RE for all pupils at the school (unless they are withdrawn by parents). This is in accordance with Schedule 19 of the School Standards and Framework Act, 1998.

The key document in determining the teaching of RE is the locally agreed syllabus, along with the non-statutory guidelines on the teaching of RE in schools.

The Nottinghamshire Syllabus outlines the minimum requirements for the study of RE, aspects of community cohesion, issues relating to 'Every Child Matters' and outlines teaching, learning and skills in RE.

The time allocation for RE is 5% of the total curriculum time. This equates to 50 minutes/week in KS1 and 1 hour/week in KS2.

Withdrawal from RE:

Parents do have the right to withdraw their children from RE lessons should they wish to. This is often due to misunderstanding, however, about the nature and aim of RE teaching in school. Parents may confuse the study of faith with an act of religious instruction or worship, for example, and an informal discussion may be enough to allay any concerns. If parents still choose to withdraw their children, this should be done in writing to the Head Teacher or Curriculum Leader.

Teachers also have a legal right to withdraw from the teaching of RE on the grounds of conscience.

It is a statutory requirement that schools should make their parental right to withdrawal clear in the school prospectus.

Nottinghamshire Agreed Syllabus for Religious Education:

The Nottinghamshire Agreed Syllabus 2021-2026 outlines the content for effective and holistic Religious Education. The Agreed Syllabus' aims are to ensure that "pupils will know about and understand a range of religions and world views. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.

Aims and objectives:

Religious education enables children to investigate and reflect on some of life's most fundamental questions. At Round Hill School, we develop the children's knowledge and understanding of the major world faiths as well as addressing some of the 'Big Questions' - for example, the meaning of life, the existence of a divine being, the idea of 'life after death' and so on.

We enable children to develop a sound knowledge of several major religions and world views, including:

- Christianity
- Judaism
- Hinduism
- Islam
- Buddhism
- Non-theistic belief systems, such as Humanism

We also try to reflect the cultural and religious faiths of the children in our school.

In RE lessons, children are encouraged to reflect on the meaning of the word 'faith' as well as developing their own spiritual knowledge, understanding and awareness. We aim to deliver an inclusive RE curriculum which fosters a respect for all faiths while also enabling them to make informed choices in developing their own beliefs.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues.
- develop knowledge and understanding of Christianity and other major world religions and value systems.
- develop an understanding of what it means to be committed to a religious tradition.
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- have respect for other peoples' views and to celebrate the diversity in society.

Children also need to be aware of alternative spiritual perspectives such as Humanism and of secular views of the world, for example Atheism.

Planning:

The school syllabus provides a framework for the content of our religious education teaching.

The coverage, continuity and progression of R.E. is included in the overall curriculum planning for school as outlined in the termly topic planning.

The teachers of each planning team decide on a common approach to the religious education work to be covered by that team in order to ensure that all children in parallel classes have the same opportunities and experiences.

Classroom Delivery:

Within the classroom children will be grouped in a variety of ways to ensure the effective delivery of the curriculum. They will have opportunities to be taught and to work individually, collaboratively, in groups and as a whole class.

As children progress through KS2; they will revisit and develop their understanding of topics they have covered in KS1. They will also study Christianity in more detail and learn about the four other major world religions.

The Role of the R.E. co-ordinator:

1. To promote the learning of religious education throughout the school and keep abreast of current developments via outside training if necessary.
2. To facilitate and support colleagues in the planning and delivery of the R.E. curriculum in the classroom.
3. The management and ordering of R.E. resources.
4. To monitor the progression of R.E. throughout the school by, for example, work scrutiny.
5. To advise the Head Teacher and governors about the development of R.E throughout the school.

Assessment and Recording:

Children's work will be assessed as outlined in the school's assessment policy. This assessment will inform the future planning of the R.E. curriculum.

Teachers will respond to children's work in line with the marking policy and the efforts made by each individual pupil will be valued.

Most year groups will use books for their R.E work, rather than folders. This will show the progression made by children throughout the academic year, in terms of breadth of knowledge, understanding, etc.

Special needs:

"Pupils with these needs whether in special or mainstream schools have the same entitlement as other pupils to R.E. All children can experience a spiritual dimension to life, a sense of awe and wonder. They can appreciate and respect other people's beliefs and develop a sense of their own worth of others in the community."

Work will be provided appropriate to children's individual needs and abilities.

Equal Opportunities:

Every child should have equal access to the R.E. curriculum regardless of gender, race and individual needs.

Resources: See Appendix 3

These are located in the R.E. area currently sited in the corridor leading to the front room. The resources are divided into appropriate topic sections and religions.

Evaluation:

This policy is intended to be a working document. It will be reviewed by staff regularly and amended as necessary. It will be used alongside the school syllabus to inform planning and delivery of the R.E. curriculum within the school.

Appendix 1

The three areas of learning of RE at Round Hill.



Appendix 2

Scheme of Work

Planning rotation on a 2 year basis to allow for progression and structure in the teaching of R.E. Below is the Key Objective Overview for the entire primary education progression; modules are established to support children's introduction to key RE questions whilst progressively developing the skills required for effective insight into varied religious and moral belief systems.

	Autumn 1	Autumn 2	Spring	Summer
Foundation	FA: Special times. Children find out about days of the year that are important to different people.	FB: What makes me special? Children find out about what makes each person special and how we can show respect for all different people.	FC: Jesus: a very special person for Christians. Children find out about some stories of Jesus and about how Christians remember Jesus today.	FD: Special objects and special possessions. Children find out about some religious artefacts and how they are used, and find out about special clothes and actions in religions.
KS1 Cycle A Focus religions: Christianity and Judaism.	1.2 Myself How do we show we care for others? Why does it matter?	1.1. Celebrations and festivals. Who celebrates what and why? Christianity and Judaism.	1.3 Stories of Jesus What can we learn from them? How do religious stories make a difference to people's lives?	1.4 Symbols In what ways are churches/synagogues important to believers? Christianity and Judaism
KS1 Cycle B Focus religions: Christianity and Judaism.	1.5 Leaders What makes some people inspiring to others?	1.6 Believing What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?	1.7 What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?	1.8 Jewish and Christian stories How and why some stories are important in religion? What can we learn from them and from the Torah?
LKS2 Cycle A Christianity, Hinduism and Islam	2.2 Religion, Family and Community How do religious families and communities practise their faith?	2.1 Beliefs and Questions What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the word and others have impact on their lives?	2.3 Worship and Sacred Places Where, how and why do people worship? Investigating places of worship in Nottinghamshire	2.4 Inspirational People From The Past What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders focus: Moses, Jesus and Muhammad.
LKS2 Cycle B Christianity, Hinduism, Islam	2.5 The Journey of Life and Death Why do some people think life is like a journey? Where do we go? What do different people think about life after death?	2.6 Symbols and Religious Expression What do people express their religious and spiritual ideas on pilgrimages?	2.7 Spiritual Expression Christianity, music and worship: What can we learn?	2.8 Religion, Family and Community How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?
UKS2 Cycle A Islam, Hinduism and Buddhism	2.9 Inspirational People in Today's World What can we learn from great leaders and inspiring examples in today's	2.10 Religion and the Individual What is expected of a person in following a religion or belief?	2.11 Beliefs and Questions How do peoples about God, the world and others have impact on their lives?	2.12 Beliefs in Action in the World. How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?

	world?			
UKS2 Cycle B Islam, Hinduism and Buddhism	2.13 Teachings, wisdom and authority What can we learn by reflecting on words of wisdom from religions and world views. What do sacred texts and other sources say about God, the world and human life?	2.14 Religion, family and community What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?	2.15 Beliefs in action in the world How do religious and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	2.16 Beliefs in action in the world What was the Holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today?

Appendix 3

Resources:

There are various resources, including religious texts, such as bibles, teaching aids, textbooks and religious artifacts. The latter are sorted into boxes and labelled with the relevant religious faith group.

We also have a limited number of DVDs, exploring different religions, festivals, etc.

Appendix 4

Religion in Nottingham City and Nottinghamshire, the Region and the Nation Census figures from 2011

It is very valuable for pupils to learn about religion as it is in the UK today. Census figures are one source for this kind of enquiry. The tables below provide some basic information, but much more – and much more detail – is available from the website: www.statistics.gov.uk. Secondary pupils can use this website for themselves, with some guidance. Of course, these figures will be superseded by the 2021 Census.

Religion in Nottingham City and Nottinghamshire, the region and the UK (rounded to hundreds or thousands)

Religion / Belief	Nottinghamshire	Nottingham City	The East Midlands	England and Wales
Christianity	481 994	135 216	2 666 172	33 243 000 59%
Islam	6963	26 919	140 649	2 706 000 4.8%
Hinduism	3480	4498	89 723	816 000 1.4%
Sikhism	3132	4312	44 335	423 000 >1%
Judaism	717	1069	4254	263 000 >1%
Buddhism	1860	2051	12 672	247 000 >1%
Other religious groups	2689	1483	17 918	240 000 >1%
No religion	230 138	106 954	1 248 056	14 097 000 25%
Unstated in the Census	54 829	23 178	309 443	4 038 000