



TEMPLE SOWERBY CE PRIMARY SCHOOL

Religious Education Policy

2022/2024

Approved by¹	
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Signed:	
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Living for learning; learning for life.

Our Vision

At Temple Sowerby CE Primary School, our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

Policy

It is a requirement of the Trust Deeds of this school and The Education Reform Act of 1988 that Religious Education is taught as part of the basic curriculum. Temple Sowerby CE Primary School provides Religious Education for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus (in our case the *Cumbria Agreed Syllabus 2017*). We must stress that Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education as to all other subjects. We teach Religious Education according to the aims of the Cumbria Agreed Syllabus and it is clearly stated that Religious Education should not attempt to alter a child's own beliefs but to provide a knowledge of their own and other's beliefs.

Intent

Religious Education (RE) is important in helping young people grow up in today's diverse, multi-faith and connected world. We aim to give pupils opportunities to develop their knowledge, skills and understanding of different religions and beliefs and to contribute to the development of their own beliefs and values. We believe that everyone has their own unique view of the world and RE is about exploring these views.

As a Church of England school, we follow the principles of the Cumbria Agreed Syllabus. Christianity is studied in depth through both Key Stages. We also focus on Islam at Key Stage 1, then focus on both Islam and Buddhism at Key Stage 2, as well as touching upon elements of other faiths where appropriate. The whole school RE plan seeks to ensure breadth, balance, continuity and progression. We promote links with our local church and other organisations, including Carlisle Diocese and NISCU (Northern Inter-Schools Christian Union) to develop and enhance our provision of RE, through CPD, visits and activity days, such as 'Experience Easter'. We also have a number of Christian Values, which were chosen by children and staff and which are central to our school. These values are reinforced through collective worship, reflection areas within the school and through whole school value days, where children collaborate to explore what the values mean to them.

Through our teaching of RE, we aim to:

- To provide children with an insight into the nature of religion and what it means to belong to a religion
- To develop an understanding of Christianity as a living world faith
- To help children towards an understanding of major world faiths and cultures (Islam, Buddhism)
- To encourage attitudes of openness and sensitivity towards people whose religious beliefs and customs may be different from their own
- Together with other areas of the curriculum, to contribute towards the child's moral and social development, encouraging responsible caring attitudes
- To develop an awareness and understanding of self and others
- To develop their own spirituality, personal reflection and a sense of awe and wonder at the world around them
- To encourage curiosity, asking and suggesting answers for challenging questions
- To help children as they grow and mature, to have sufficient confidence in their own beliefs to form personal opinions and judgements about right and wrong
- To help children understand religion in the context of art, music, history, geography and other curriculum areas

Our RE curriculum will ensure that:

- Children will learn attitudes of tolerance to others of different faiths and customs
- Children will develop their understanding about how religious beliefs can inspire and influence the lives of themselves and others
- Children will be able to relate religious beliefs, values and practices to their own and others' experiences of life
- Children will develop a sensitive and informed understanding of Christianity and the other major world faiths (Islam, Buddhism) as having distinct traditions
- Children will develop, through a variety of experiences and activities, the necessary concepts, skills and attitudes for continuing exploration of religion

Implementation

As a Voluntary Controlled school, we follow the current Cumbria Agreed Syllabus for RE, using the suggested learning experiences as starting points for an enquiry and theme-based approach. Values and Christian topics have key importance and are often linked to daily Collective Worship themes. We also draw upon the Carlisle Diocese RE planning documents and RE Today resources to support our planning and teaching.

A planned long-term cycle of work (shown in Appendix 2) is in place for both KS1 and KS2, as shown in Appendix 2. At KS1, children will have experience of Christianity and at least one other religion (Islam); at KS2 the faiths taught will be Christianity, Buddhism and Islam. At times, other major faiths may be studied in addition to this in line with the long term plan when looking at broader themes. A range of local and global links (with our global partner schools), visits and visitors will be used to enhance teaching, providing engaging first-hand learning experiences.

We aim for our Religious Education teaching to engage with children's everyday experience. In each lesson, we present opportunities for children to both learn about and to learn from religion. The curriculum supports learning in a variety of ways; we teach using a variety of styles and strategies incorporating elements of reflection, art, drama, music, stories, videos, discussion and interviews. RE is planned so children are prompted to think, question, explore, experience, reflect, wonder and value. We also make explicit links between RE learning and the school values and to other aspects of the curriculum, such as through English or art.

Throughout the school, there are many opportunities for children to develop spiritually, morally, socially and culturally through Collective Worship. We attend our local church each month and provide opportunities for children to explore worship in different settings and through different faiths. Recent examples include visiting York Minster as part of our residential trips, visiting the Samye Ling Temple to learn about Buddhist worship and welcoming the Muslim Learning Centre into our school for an Islam workshop.

Withdrawal

In accordance with the Education Acts 1996 and 2002 and DfE 'Religious Education in English Schools: Non-Statutory Guidance 2010', parents have the right to wholly or partly withdraw their child from Religious Education at school. We encourage parents to discuss any concerns with the Class teacher or Headteacher.

Impact

By the end of EYFS, children will learn about a range of religious celebrations such as Harvest Festival, Diwali, Hanukkah, Easter, Holi and Passover. Whilst learning about the celebrations the children will cover the religions celebrating the festivals and the customs surrounding these. They will listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally and socially diverse world.

By the end of Key Stage 1, children will be able to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. They will be able to retell religious stories, understanding which religions they come from and the values or morals that they explore. Children will be able to recognise different religious symbols; understand some of the things that different religious communities do and the views different religions might have, and learn to respond sensitively to these. They will ask and answer questions and begin to understand what a difference being part of a community might make. Children will explore questions about belonging, meaning and truth and express their own ideas and opinions in response using words, music, art or poetry. They will find out about and respond, with ideas, to examples of co-operation between people who are different and questions of wrong and right.

By the end of Key Stage 2, children will be able to describe and make connections between different features of the religions and worldviews they study and discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life. They will describe and understand links between stories and other aspects of religious communities and respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them. Children will explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. They will observe and understand varied examples of religions and worldviews and understand the challenges and the value of commitment to a community of faith or belief. Children will consider the similarities and differences between different religions and worldviews and discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully through different forms. They will find out about and respond thoughtfully, with ideas, to examples of co-operation between different communities and ethical questions of what is wrong and right and what is just and fair.

Assessment

The purpose of assessing attainment is to show:

- how well the pupils are doing
- what they need to do next to make progress
- how effective the curriculum and teaching are

In the Foundation Stage, children's attainment in RE is assessed in relation to the DfE's 2014 EYFS Profile. To assess attainment of children in KS1 and KS2, we use the statements from the Cumbria Agreed Syllabus progression grid (which are shown in Appendix 3). These provide the basis on which to make judgements about pupils' performance.

Appendix 1: Religious Education in Church of England Schools

A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.¹

A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others. **In foundation and voluntary controlled schools with a religious character, RE must be taught according to the locally agreed syllabus for RE** unless parents request RE in accordance with the trust deed of the school.

The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. That subsequent judgement will reflect the expectations set out in this document. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school's Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE.

The Entitlement: provision, profile and priority

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.

Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development.

Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Curriculum statement: challenging, accurate and diverse

In all Church schools, religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Aims and objectives

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum balance and time: sufficient, appropriate and balanced

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

Developing staff expertise and knowledge: confidence specialism professionalism

Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:

- at least one member of staff having RE qualifications or receiving specialist training
- all staff teaching RE having access to subject specific professional development.
- all staff teaching RE knowing how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities.
- all teaching staff and governors understanding of the distinctive role and purpose of RE within church schools.
- a governing body which is monitoring standards in RE effectively.

The role of the Diocesan Boards of Education

One function of Diocesan Boards of Education (DBEs) is to promote, or assist in the promotion of, religious education in schools in the diocese. This should be fulfilled by monitoring the quality of religious education in Church schools through taking note of SIAMS inspection reports and by securing high quality training for all schools throughout the diocese. This will help ensure that the provision for religious education is effective and is able to fulfil the expectations of this statement.

Support for effective and excellent RE

Teachers in Church schools belong to a wider educational and church community. They are entitled to expect positive support in providing effective and excellent religious education from:

- a named member of staff responsible for religious education and where that person is the headteacher someone who shadows the role
- their senior management team and their governing body, especially foundation governors • their local Diocesan Board of Education, including a school's adviser with an appropriate religious education background
- the Church of England Education Office
- local clergy and other ministers and Christian communities.

Derek Holloway
School Character and SIAMS Development Manager
February 2019

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/religious-education>

Appendix 2 - Long Term Plan for RE

RE is taught weekly with children organised into KS1, Y3/4 and Y5/6 classes. The units below are organised into a 2 year cycle.

In EYFS, children are introduced to Religious Education by learning about different religious celebrations (such as Harvest Festival, Diwali, Hanukkah, Easter, Holi and Passover) to help foster their understanding of our culturally and socially diverse world.

EYFS:

Autumn		Spring		Summer	
Harvest festival Diwali	Christmas Hanukkah	Chinese New Year Lent	Holi Passover	Ramadan	Eid al-Adha

Key Stage 1:

Cycle	Autumn		Spring		Summer	
A	Natural World Creation	Who is a Christian and what do they believe? Christmas – gifts and giving	What makes some places sacred?	Visiting a church Easter symbols	Who is a Muslim and what do they believe?	What does it mean to belong?
B	Creation – why should we care for the world? Harvest	Festivals of light Christmas light	Beginnings and Endings	How and why do we celebrate special and sacred times?	Baptism Lord's Prayer	How should we care for others and the world and why does it matter?

Key Stage 2:

Cycle	Autumn		Spring		Summer	
A and C	Y3/4 - What do people believe about God? Y5/6 - Why do some people believe God exists? Harvest	Y3/4 - Christmas Light Y5/6 - Christmas Peace/ World Traditions	Y3/4 - Why do people pray? Y5/6 - What do religions say to us when life gets hard?	Y3/4 - What religions are found in our communities? Y5/6 - What Would Jesus Do? Easter	Y3/4 Islamic Rites of Passage Y5/6 - Why is Muhammad important to Muslims?	Y3/4 - Why are festivals important to religious communities? Y5/6 - Why do people make pilgrimages?
B and D	Y3/4 - Why do some people think life is a journey? Y5/6 - Stories of Christianity Harvest	Y3/4 - Christmas Journeys Y5/6 - Advent, a time of preparation	Y3/4 - What can we learn from visiting sacred places? Y5/6 - Old/New Testament Stories	Y3/4 - Why is Easter important? Y5/6 - What can we learn from religious leaders? Easter	Y3/4 - Buddhist Festivals Y5/6 - Buddhist Worship and Beliefs	Y3/4 - What can we learn from religions about right and wrong? Y5/6 - What matters most to Christians and humanists?

Appendix 3 - Progression of Knowledge and Vocabulary

	A: Know about and understand	At the end of KS1 pupils will be able to:	At the end of KS2 pupils will be able to:
A: Know about and understand	A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
	A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
	A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
B: Express and communicate	B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
	B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
	B3. Appreciate and appraise varied dimensions of religion.	Notice and respond sensitively to some similarities between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.
C: Gain and deploy skills	C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
	C2. Enquire into what enables different communities to live together respectfully for the well-being of all.	Find out about and respond with ideas to examples of co-operation between people who are different.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
	C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Progression in RE Vocabulary

EYFS	Y1-2	Y3-4	Y5-6
Religious, celebration, Harvest festival, Diwali, Christmas, Hanukkah, Chinese New Year, Lent, Holi, Passover, Ramadan, Eid al-Adha, Christian, Christianity, Hindu, Hinduism, Islam, Muslim, Jew, Jewish, celebration, festival	God, Prayer, forgiveness, Jesus, Christmas, Christian, story, friend, creation, Easter, festival, emotions, Bible, Nativity, Christmas, holy, church, symbol, hope, belonging, christening, Jerusalem, Disciples, worship, testament, Lord, parable, belief, thankfulness, advent, gospel, Holy Week, creator, harvest, gold, frankincense, myrrh, sacred, saviour, Christianity, belief, Muslim, Islam	Teachings, resurrection, commandments, Trinity, father, son, Holy Spirit, Passover, last supper, promise, trust, faith, commitments, dedication, Maundy Thursday, Palm Sunday, Easter Sunday, Holy Spirit, reincarnation, ritual, philosophy, safe, destroyer, one God, Siddhartha Gautama, Buddha, teacher, meditation, enlightenment, compassion, Buddhist, Muslim, Islam, Allah	Peace, respect, fairness, justice, poverty, diversity, crucifixion, saviour, sacrifice, heaven, Messiah, resurrection, conflict, incarnate, confirmation, leadership, Allah, Five Pillars of Islam, Hajj, Shahadah, Salat, Sawm, Zakat, Mecca, Medina, Mohammed, Koran, commandment, Hebrew, Torah, mantra, mandala, Tibet, Nepal, lotus flower, Four Noble Truths, eightfold path, afterlife