

## Religious Education and World Views Policy

### 1 Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Birch C of E Primary School, we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. As a Church of England voluntary aided school religious education and a Christian ethos pervades the whole curriculum. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- to awaken and develop their sense of self-worth and intrinsic value as children of God;
- to help children value, extend, mend and live within a variety of relationships
- to awaken and develop their sense of a personal God as creator, friend and comforter
- For them to understand that Christians believe that God revealed himself in Jesus
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- 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;
- to encourage a sense of awe and wonder and enjoyment in the created world and promote the need for all to care and take responsibility for it.

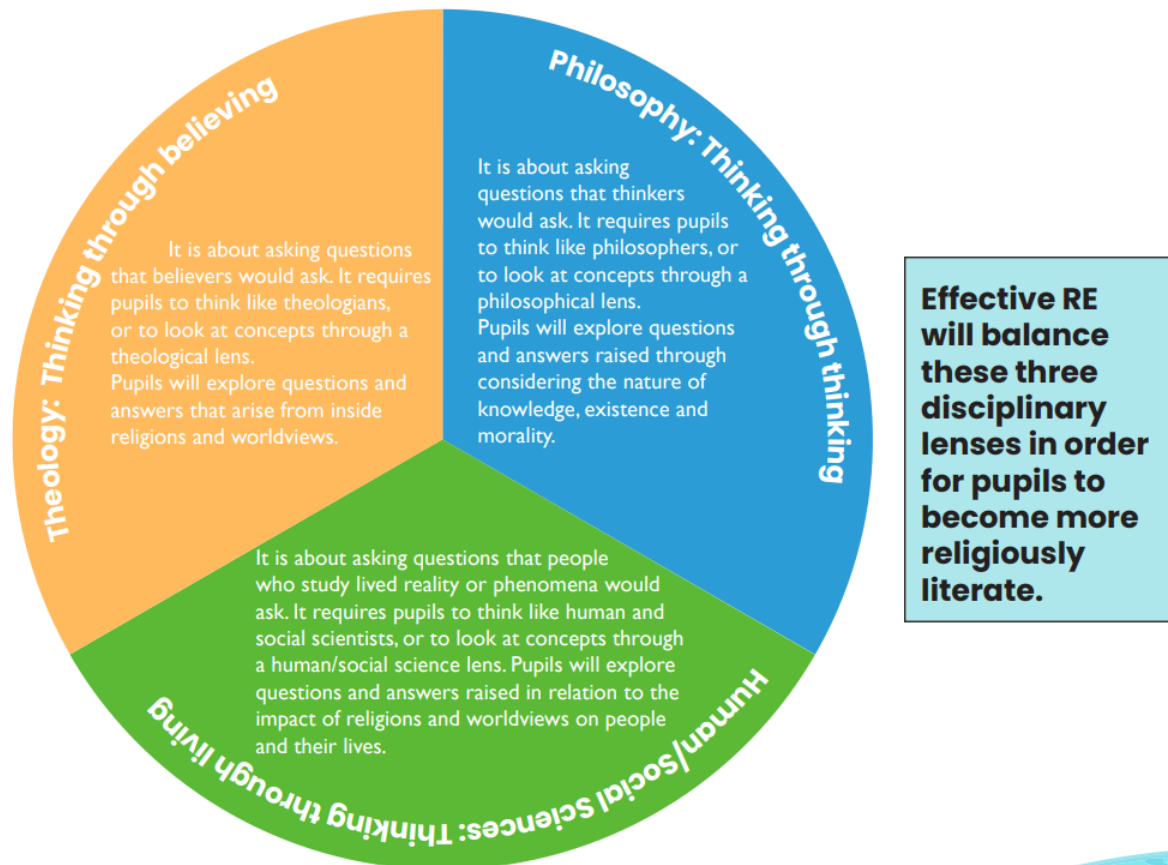
## 2 The legal position of religious education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on Essex LEA's Agreed Syllabus, using resources and training from the Saffron Academy Trust's work on this syllabus and we augment our curriculum with other lessons, some drawn from 'Understanding Christianity', where necessary.

We use the Essex Agreed Syllabus which acknowledges the recommendations for curriculum design in the Commission on RE Report. This syllabus looks at three key disciplines that RE is rooted in; theology, philosophy and human/social science.

These three disciplines can be understood as

- Thinking through believing
- Thinking through thinking
- Thinking through living



### 3 Teaching and learning style

3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

3.2 Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

3.3 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.

3.4 We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;

- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

#### 4 Curriculum planning in religious education

4.1 We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

4.2 We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan focuses on the development of the children's skills and maps the religious education topics studied in each term during each key stage. We teach religious education topics in conjunction with other subjects, especially at Key Stage 1. In KS1 the children may contribute to class books that exemplify the work that the class has been doing along with photographs of the different sorts of activities. Some of our medium-term (termly) topics have a particular historical or geographic focus. In Key Stage 2 we place an increasing emphasis on independent study of religious themes and topics.

4.3 Our medium-term plans give details of each unit of work for each term. The RE co-ordinator reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a rotation cycle. By so doing, we ensure that children have complete coverage of the RE curriculum but do not have to repeat topics.

#### 5 Early Years Foundation Stage

5.1 We teach religious education to all children in the school, including those in the EYFS class.

5.2 In EYFS classes, religious education is an integral part of the topic work covered during the year. As the class is part of the Early Years Foundation Stage we relate the religious education aspects of the children's work to the objectives set out in the EYFS curriculum, which underpins the curriculum planning for children aged zero to five.

#### 6 Contribution of religious education to the teaching of other subjects

##### 6.1 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 the Literacy Hour have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

##### 6.2 Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

### 6.3 Personal, social and health education (PSHE)

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### 6.4 Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

## 7 Teaching religious education to children with special educational needs

7.1 At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a local church, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 8 Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary, using this as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year. Each unit of work has key

vocabulary, knowledge and understanding clearly identified to enable children and teachers to reflect on the learning as they work through the unit.

## 9 Resources

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where we are developing equipment for each unit of work. There are sets of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books to support the children’s individual research.

10.1 The RE co-ordinator is responsible for monitoring the standards of the children’s work and the quality of the teaching in religious education.

# Birch C of E Primary School Religious Education Plan 2023-2025

## Early Years Foundation Stage:

Autumn	Spring	Summer
<p><b>Why do Christians perform nativity plays at Christmas?</b></p> <p><b>EYFS Enquiry 3</b></p>	<p><b>Why do Christians put a cross in an Easter garden?</b></p> <p><b>EYFS Enquiry 2</b></p>	<p><b>Why is the word ‘God’ so important to Christians?</b></p> <p><b>EYFS Enquiry 1</b></p>

## Key Stage 1 (Two Year Plan)

Year A 2023/2024	Year B 2024/25
<p><b>How did the universe come to be?</b></p> <p><b>Year 1 Enquiry 5</b></p>	<p><b>Why do people have different views about the idea of God?</b></p> <p><b>(Christian/Humanism)</b></p> <p><b>Year 2 Enquiry 5</b></p>

<p><b>What does the nativity story teach Christians about Jesus?</b></p> <p><b>Year 2 Enquiry 2</b></p>	<p><b>How does a celebration bring a community together?</b></p> <p><b>(Moslem and Christian)</b></p> <p><b>Year 1 Enquiry 2</b></p>
<b>Christmas</b>	
<p><b>Why is light an important symbol for Christians, Jews and Hindus?</b></p> <p><b>Year 2 Enquiry 1</b></p>	<p><b>What does the cross mean to Christians?</b></p> <p><b>Year 1 Enquiry 4</b></p>
	<p><b>What do Jewish people remember on Shabbat?</b></p> <p><b>Year 1 Enquiry 3</b></p>
<b>Easter</b>	
<p><b>What do my senses tell me about the world of religion and belief?</b></p> <p><b>Year 1 Enquiry 1</b></p>	<p><b>How do Jewish people celebrate Passover?</b></p> <p><b>Year 2 Enquiry 4</b></p>
	<p><b>How do Christians belong to their faith family?</b></p> <p><b>Year 2 Enquiry 3</b></p>

**Key Stage 2 Year 3 and 4 and 5 (Three Year Plan)**

<b>Year C 2023/2024</b>	<b>Year A 2024/2025</b>	<b>Year B 2025/26</b>
<p><b>What is philosophy?</b></p> <p><b>How do people make moral decisions?</b></p> <p><b>Year 3 Enquiry 3</b></p>	<p><b>What do Moslems believe about God?</b></p> <p><b>Year 3 Enquiry 4</b></p>	<p><b>What difference does being a Moslem make to daily life?</b></p> <p><b>(Year 3 Enquiry 5)</b></p>
<p><b>How has belief in Christianity/Islam impacted on art and music through history?</b></p> <p><b>(Christian/Islam)</b></p>	<p><b>Why is there so much diversity of belief in Christianity?</b></p> <p><b>Year 4 Enquiry 4</b></p>	<p><b>Where do religious beliefs come from?</b></p> <p><b>(Jewish/Christian)</b></p>

<b>Year 5 Enquiry 2</b>		<b>Year 4 Enquiry 1</b>
<b>Christmas</b>		
<b>What does sacrifice mean?</b> <b>Year 4 Enquiry 5</b>	<b>What can we learn about the world/knowledge/meaning of life from the great philosophers?</b> <b>Year 5 Enquiry 3</b>	<b>What difference does the resurrection make for Christians?</b> <b>Year 5 Enquiry 4</b>
<b>Easter</b>		
<b>What is the Trinity?</b> <b>Year 3 Enquiry 2</b>	<b>What do Hindus believe?</b> <b>How do they express their faith?</b> <b>Year 5 Enquiry 5</b>	<b>Is believing in God reasonable?</b> <b>(Christian/Humanist)</b> <b>Year 5 Enquiry 1</b>
<b>How do people express commitment to a worldview in different ways?</b> <b>(Jewish/Christian)</b> <b>Year 3 Enquiry 1</b>	<b>What do we mean by truth?</b> <b>Is seeing believing?</b> <b>(Multi faiths)</b> <b>Year 4 Enquiry 2</b>	<b>How do/have religious groups contribute to society and culture?</b> <b>(Hindu/Christian)</b> <b>Year 4 Enquiry 1</b>

## Year 6

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Creation and Science</b> <b>Conflicting or complementary?</b> <b>(Christian/Humanist)</b> <b>Year 6 Enquiry 4</b>	<b>How and why does religion bring peace and conflict?</b> <b>(Judaism/Christianity)</b> <b>Year 6 Enquiry 1</b>	<b>What does it mean to be human?</b> <b>Is being happy the greatest purpose in life?</b> <b>(Humanist/Christian)</b> <b>Year 6 Enquiry 3</b>
<b>Half Term</b>	<b>Half Term</b>	<b>Half Term</b>
<b>How do Buddhists explain suffering in the world?</b> <b>(Buddhism)</b> <b>Year 6 Enquiry 2</b>	<b>Young Leaders Award</b>  <b>Courageous Advocacy</b>  <b>Faith and Leadership</b>	<b>How do beliefs shape identity for Muslims?</b>  <b>Year 6 Enquiry 5</b>

Reviewed December 2024 by R May

Review December 2025