



# St Michael's C E Primary

## Curriculum Policy:

## RELIGIOUS EDUCATION

**"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." *(Our children)***

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

*We will provide:*

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

**"And some seed fell on good ground. This seed grew and made 100 times more grain." *(Luke 8:8)***

*To be read alongside school's Curriculum Aims, Teaching and Learning Policy and Assessment and Feedback Policy*

**Rationale**

In St Michael's CE Primary school we strive to help the children to have respect for each other and show tolerance and value for the beliefs of others. We provide a happy stimulating environment rooted in Christian values where all children are cared for and spiritually, morally, intellectually, physically, socially and emotionally and where all are valued as individuals.

We believe that Religious Education provides an opportunity to celebrate and show awareness of differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes. At St Michael's CE Primary School we believe that Religious Education both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the Religious Education curriculum.

At St Michael's CE Primary School we believe in the importance of developing good relationships throughout all aspects of school life. Religious Education has a crucial part to play in helping to recognise and appreciate the contribution religion, in its varied aspects.

We believe it is important not only to learn about religion, but also to learn from religion. Religious Education is exciting and absolutely relevant to the lives of all our children. We hope that our commitment and enthusiasm as governors and staff will be communicated by the high priority we place on Religious Education.

**Aims and purposes of Religious Education**

- 'To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.

- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.'

### **Religious Education in Voluntary Aided (VA) schools**

For Voluntary Aided Schools with a religious character, RE is the responsibility of the governing body. The Diocesan Boards of Education for Durham and Newcastle strongly recommend this syllabus for adoption. If governors decide to adopt a different syllabus than this one, they must ensure that its requirements are at least as rigorous and that it is in accordance with the school's Trust Deed and the 'Religious Education in Church of England Schools: A Statement of Entitlement' 2016.

### **Implementation of the Policy**

At St Michael's CE Primary School the teaching of Religious Education promotes learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key literacy skills and thinking skills. Learning will be organised to encourage the development of attitudes: self-awareness; respect for all; open-mindedness; appreciation and wonder.

At St Michael's CE Primary School children are given the opportunity to work in a variety of ways including whole class, groups, in pairs and as individuals. We base our teaching and learning style in Religious Education on the key principle that good teaching allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

At St Michael's CE Primary School our teaching enables children to extend their own sense of values, and promote 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.

### **Breadth of Study**

At St Michael's CE Primary School, we follow the Understanding Christianity and the Durham and Newcastle Diocesan Religious Education Syllabus when planning lessons. In order to ensure all aspects are addressed, each year group has a focus of one world faith to study in depth. A knowledge organiser is provided for staff to support with the key knowledge.

### **Foundation Stage**

In Early Years at St Michael's CE Primary School children begin to explore the world of religion in terms of special people, stories, times, places and objects and by visiting places of worship. They listen to and talk about stories and are introduced to religious words. Children will use their senses in exploring religions and beliefs, practices and forms of expression. They will have opportunities to reflect on their own feelings and experiences and to ask big questions. Children will also use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

### **Key Stage 1**

At St Michael's CE Primary School Key Stage 1, pupils explore Christianity and Judaism. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

## **Key Stage 2**

In Key Stage 2, pupils learn about Christianity, Hinduism and Islam, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

## ***Big Ideas in RE***

### **Making sense of beliefs**

- Identifying and making sense of core religious concepts and beliefs and what they mean
- Recognising how and why sources of authority are used and interpreted in different ways

### **Understanding the impact**

- Examining how and why people put their beliefs into action in diverse ways and within everyday lives.

### **Making connections**

- Reasoning about, reflecting on and evaluating concepts, beliefs and practices.
- Challenge ideas and thinking
- Understand connections between ideas and own lives

## **Personal Development**

At St Michael's CE Primary School, we encourage spiritual development in RE through discussion of the values by which we live and encouraging pupils to reflect upon these. In RE students are encouraged to make a personal response to right and wrong and to consider a range of responses to moral issues. Social and cultural education in RE involves exploring the similarities and differences in religions and cultures through which students make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to work cooperatively with others.

## **Differentiation - scaffolding**

At St Michael's CE Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

## **More Able Learners**

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

## **SEND/Inclusion**

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials and advice are available from SENDCo, Mrs C Mackay. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

## **Equal Opportunities**

At St Michael's CE Primary School the curriculum for RE will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the RE Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

## **The Right of Withdrawal**

At St Michael's CE Primary School parents have the right to withdraw their child/ren from all or part of the Religious Education lessons. Any concerns about the subject should be discussed with the class teacher and/or Headteacher. Parents who wish to withdraw their children must provide written notification to this effect. The aim of RELIGIOUS EDUCATION is not to convert children to a particular viewpoint or imply that all ethical standpoints are necessarily religious ones.

## **Resources**

At St Michael's Primary School there is a range of resources to support the teaching of RE across the school. Specialist resources and equipment are stored in the hall and should be returned after use. St Michael's Primary School has access to Understanding Christianity online resources. These are accessed with a log-in and password available from the RE Coordinator.

## **Careers**

At St Michael's all the areas of our curriculum support children's interest and understanding in careers and help to raise aspiration. Reference will be made to why RE skills are important for critical thinking in many jobs and also which careers rely on the need to use these specific skills.

## **Monitoring and Evaluation**

At St Michael's CE Primary School the RE Coordinator monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Photographs of completed work and displays are kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in RE within the school. The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

The Role of the Subject Leader:

Policy, knowledge and development

- Prepare a school policy
- Whole school plan and schemes of work which cater for progression
- Select religions to be studied from the options at each key stage
- Ensure that curriculum time is sufficient (the Statement of Entitlement 2016 says that this should aim to be close to 10% but must be no less than 5%)
- Devise appropriate procedures for planning, assessment, recording and reporting pupils' work in line with whole school policy
- Ensure SEN, EAL and gifted and talented school policies are promoted in RE
- Promote RE with staff, pupils, parents and governors
- Promote display of pupils' work in RE
- Audit available resources, buy new ones and deploy appropriately
- Keep up-to-date with local and national developments.

Monitoring

- Review, monitor and evaluate provision and the practice of RE
- Identify trends, make comparisons and know about different groups
- Monitor planning, checking for clarity of outcomes and aspects of differentiation
- Provide observation feedback and report on findings
- Sample pupils' work
- Evaluate outcomes for pupils in RE for progress and attainment
- Set overall school targets for improvement.

Supporting and Advising

- Prepare a subject action plan, including short and long term targets and a funding policy, which builds on existing practice and strives for continuous improvement

- Lead curriculum development and ensure staff development through courses, in-school meetings and training
- Keep up-to-date with new developments and resources
- Support non-specialist teachers and staff
- Work alongside colleagues to demonstrate good practice
- Prepare statements about RE for parents and governors, as required
- Ensure parents and children are involved in the process.

## RE overview

### September 2020 and then September 2022

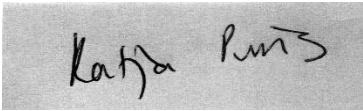
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	F4: Being special: where do we belong?	<b>Incarnation F2</b> <i>Why do Christians perform Nativity plays at Christmas?</i>	F5: Which places are special and why?		F6: Which stories are special and why?	
KS1	1.10 How should we care for the world and for others, and why does it matter?	1.9 What makes some places sacred to believers? (Geog, Art, Computing)	<b>Gospel 1.4</b> What is the good news Jesus brings? (RE)	<b>Salvation 1.5</b> Why does Easter matter to Christians? (Digging Deeper)	1.7 Who is Jewish and how do you live? 10-12 hrs (digging deeper)	1.8 Who am I? What does it mean to belong?
LKS2	<b>Incarnation / God L2A.3</b> What is the Trinity? (Baptism)	<b>Gospel L2A.4</b> What kind of world did Jesus want?	L2.9 What are the deeper meanings of festivals?	<b>Kingdom of God L2A.6</b> When Jesus left what was the impact of Pentecost?	L2.8 What does it mean to be a Hindu in Britain today? (digging deeper)	
UKS2	U2B.1 What does it mean if God is holy and loving?	U2B.8 What kind of king is Jesus?	<b>People of God</b> U2B.3 How can following God bring freedom and justice?	<b>Salvation</b> U2B.7 What difference does the resurrection make to Christians?	U2.11 Why do some people believe in God and some people not?	U2.12 What will make our town a more respectful place?

### September 2021 and then 2023

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	<b>God/Creation F1</b> <i>Why is the word God so important to Christians?</i>		<b>Salvation F3</b> Why do Christians put a cross in an Easter card?		F6: Which stories are special and why?	
KS1	<b>Creation 1.2</b> <i>Who do Christians say made the world?</i>	<b>Incarnation 1.3</b> Why does Christmas matter to Christians?	<b>God 1.1</b> What do Christians believe God is like?	<b>Salvation 1.5</b> Why does Easter matter to Christians?	1.7 Who is Jewish and how do you live?	
LKS2	<b>Creation / Fall L2A.1</b> What do Christians learn from the creation story? + digging deeper		<b>People of God L2A.2</b> What is it like to follow God?	<b>Salvation L2A.5</b> Why do Christians call the day Jesus died Good Friday	L2.7 What does it mean to be a Hindu in Britain today?	L2.10 How and why do believers show their commitments during the journey of life?
UKS2	U2B.2 <b>Creation and Science:</b> conflicting or complementary? (Sci)	<b>Incarnation</b> U2B.4 Was Jesus the Messiah?	<b>Gospel</b> U2B.5 What would Jesus do?	<b>Salvation</b> U2B.6 What did Jesus do to save human beings?	U2.9 What does it mean for Muslims to follow God?	



Chair of Governors ....




Signed: ... ..

Print Name: ... .. Katja Purvis.....

Date:... .. 21.9.21... ..

Head Teacher

Signed: .....  .....

Print name:.....GAVIN JOHNSTON.....

Date: .....21.9.21.....

REVIEW DATE ... ..Sept 2024 .....