

# Hazel Slade Primary Academy



**R.E. Policy**

**July 2021**



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## 1. Intent

The main aim of RE in our school is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.

We aim to develop pupils':

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views
- understanding of different religions, beliefs, values and traditions, through exploring issues within and between faiths and understanding of the influence of faith and belief on individuals, communities, societies and cultures.

Our pupils are encouraged to:

- consider challenging questions of meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- understand the influence of religion on individuals, families, communities and cultures, and develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- learn from different religions, beliefs, values and traditions while exploring their own beliefs and responses to questions of meaning
- learn about religious and ethical teaching enabling them to make reasoned and informed responses to religious, moral and social issues
- develop their sense of identity and belonging, preparing them for life as citizens in a global society develop their own creativity and spirituality, and an appreciation of the creativity and spirituality of others

We ensure that our pupils develop skills in:

- enquiry and response, using religious vocabulary, questioning and empathy
- reflection, expression, interpretation, application, analysis and evaluation of issues of truth, belief, faith and ethics
- communicating personal responses to these issues of truth, belief, faith and ethics.

## 2. Implementation

We have adopted the Discovery RE programme. Our provision reflects the requirements of the Religious Education Curriculum. For our school, and in a rural area that offers low levels of diversity, we are able to present our children with a balanced programme that offers exposure to and the opportunity to discuss and explore diverse cultures and faiths.

RE is planned and taught by all teaching staff in school. It is taught in an age-appropriate manner, sometimes delivered weekly or in a block of lessons. We also have set days dedicated to investigating and understanding other religions not directly taught through the Discovery RE programme. All children use our self-assessment RAG overviews at the beginning of each new unit of learning and again at the end of the unit. This allows the children to assess their learning journey and see their progression. This also allows teaching staff to track progress, understanding and identify any gaps that need to be addressed. EYFS and Key Stage 1 children record their learning in a whole class floor book. Key Stage 2 children their own learning in individual exercise books.

### **3. Impact**

We believe our children will have a stronger awareness of the world around them and will be mindful of the beliefs of others. They will feel they are respected as individuals and that their beliefs are valued and celebrated. Enjoyment of our R.E. curriculum will promote creativity, achievement, confidence and inquisitive minds. We strongly believe our children will leave school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

## Appendix 1 – Progression Map

### RE Progression Map 2021/2022

#### Level Expected at the End of EYFS

We have aimed to select the Early Learning Goals that link most closely to RE curriculum guidance.

#### **Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### **Personal, Social and Emotional Development (Managing Feelings and Behaviour)**

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### **Personal, Social and Emotional Development (Making Relationships)**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### **Understanding the World (People and Communities)**

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **Understanding the World (The World)**

Children know about similarities and differences in relation to places and objects.

## Areas to cover in Key Stage 1 and Key Stage 2

We have aimed to create an RE curriculum that covers the study of religion and belief, as well as unpinning the importance of our children's personal and spiritual development.

### **Beliefs and teachings (from various religions)**

Understanding the key teachings of various religions.

### **Rituals, ceremonies and lifestyles (from various religions)**

Exploring the day-to-day lives and practices of various religions.

### **How beliefs are expressed**

Understanding how books, scriptures, symbols, art and readings convey beliefs.

### **Time to reflect and personal growth**

Showing an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.

### **Values (in your own life and others' lives)**

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Beliefs and teachings</b> (from various religions)	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a describe the main beliefs of a religion;</li> <li>b describe the main festivals of a religion.</li> </ul>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a describe the key teachings and beliefs of a religion;</li> <li>b begin to compare the main festivals of world religions;</li> <li>c refer to religious figures and holy books.</li> </ul>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise and explain how some teachings and beliefs are shared between religions;</li> <li>b explain how religious beliefs can shape the lives of individuals and contribute to society.</li> </ul>
<b>Rituals, ceremonies and lifestyles</b> (from various religions)	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise, name and describe religious artefacts, places and practices;</li> <li>b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> <li>c observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify religious artefacts and how they are involved in daily practices and rituals;</li> <li>b describe religious buildings and how they are used;</li> <li>c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explain practices and lifestyles associated with belonging to a faith;</li> <li>b explain practices and lifestyles associated with belonging to a non-religious community;</li> <li>c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</li> <li>d show an understanding of the role of a spiritual leader.</li> </ul>



How beliefs are expressed	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children can:</p> <ul style="list-style-type: none"> <li>a name religious symbols and the meaning of them;</li> <li>b learn the name of important religious stories;</li> <li>c retell religious stories and suggest meanings in the story.</li> </ul>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. Children can:</p> <ul style="list-style-type: none"> <li>a begin to identify religious symbolism in different forms of art and communication;</li> <li>b looking at holy texts and stories, explain meaning in a story;</li> <li>c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come. Children can:</p> <ul style="list-style-type: none"> <li>a explore religious symbolism in literature and the arts;</li> <li>b explain some of the different ways individuals show their beliefs;</li> <li>c share their opinion or express their own belief with respect and tolerance for others.</li> </ul>
Time to reflect and personal growth	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. Children can:</p> <ul style="list-style-type: none"> <li>a identify things that are important in their lives;</li> <li>b ask questions about the puzzling aspects of life;</li> <li>c understand that there are similarities and differences between people.</li> </ul>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. Children can:</p> <ul style="list-style-type: none"> <li>a understand that personal experiences and feelings can influence their attitudes and actions;</li> <li>b offer suggestions about why religious and non-religious leaders and followers have acted the way they have;</li> <li>c ask questions that have no agreed answers, and offer suggestions as answers to those questions;</li> <li>d understand that there are similarities and differences between people and respect those differences.</li> </ul>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then 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. Children can:</p> <ul style="list-style-type: none"> <li>a recognise and express feelings about their identities and beliefs;</li> <li>b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;</li> <li>c explain why their answers may be different from someone else's and respond sensitively.</li> </ul>

<p>Values (in your own life and others lives)</p>	<p>Children look at and appreciate how many people’s values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a look at how values affect a community and individuals;</li> <li>b explain how actions can affect other people;</li> <li>c understand that they have their own choices to make and begin to understand the concept of morals.</li> </ul>	<p>Children develop their appreciation of the ways in which people’s values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a make informed choices and understand the consequences of choices;</li> <li>b describe how shared values in a community can affect behaviour and outcomes;</li> <li>c discuss and give opinions on morals and values, including their own.</li> </ul>	<p>Children continue to develop their appreciation of the ways in which people’s values are an important aspect of their lives. They make links to responsibility and citizenship.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explain why individuals and communities may have similar and differing values;</li> <li>b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</li> <li>c express their own values while respecting the values of others.</li> </ul>
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