

Leominster Primary School Religious Education Policy

Leominster Primary School will engage in the teaching of RE implementation of The Herefordshire Agreed Syllabus 2020-2025. Syllabus is now being taught throughout the school with assistance from the Understanding Christianity scheme of work.



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Principle Aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The curriculum for RE aims to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Religious Education at Leominster primary school offers opportunities for personal reflection and spiritual development for both the children and the staff. It does not seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another. It is an inclusive syllabus.

Statutory Requirement

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principle religions in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Children from families where non-religious worldviews are held may also be represented within our school. These worldviews, including Humanism, will also be a focus for study.

RE is a core subject of the curriculum for all pupils.

Leominster Primary School will undertake its statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents.

The school will ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus, ensuring that the curriculum is coherent and shows progression. The expectation is that a minimum of 5% of the curriculum time is set aside for R.E.

Planning

This syllabus is designed to support schools in developing and delivering excellence in RE. It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

To support teachers in exploring the selected beliefs, this syllabus sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

The teaching and learning approach has three core elements; making sense of beliefs, making connections and understanding the impact, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. When planning for RE, teachers will have the principal aim of RE at the forefront of their minds.

The following long-term overview is followed.

Long term overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F4: Being Special: where do we belong?	F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?	F6: What stories are special and why?	F3 SALVATION: Why do Christians put a cross in an Easter Garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	F5: What places are special and why?
1	L2 CREATION: Who Made the World? Harvest	L7 Who is Jewish and how do they live? (PART 1)	L1 GOD: What do Christians believe God is Like?	L7 Who is Jewish and how do they live? (PART 2)	L10 What does it mean to belong to a faith community?	L9 How should we care for the world and for others, and why does it matter?
2	L6 Who is Muslim and how do they live? (PART 1)	L3 INCARNATION: Why does Christmas matter to Christians?	L6 Who is Muslim and how do they live? (PART 2)	L5 SALVATION: Why does Easter matter to Christians?	L4 GOSPEL: What is the good news Jesus brings?	L8 What makes some places sacred to believers?
3	2a1: CREATION/ FALL: What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	2a2 PEOPLE OF GOD: What is it like to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	2a4 GOSPEL: What kind of world did Jesus want?	L2.12 How and why do religious and non-religious people try to make the world a better place?
4	L2.7 What do Hindus believe God is like?	2a.3 INCARNATION/ GOD: What is the Trinity? Christmas	L2.8 What does it mean to be a Hindu in Britain today?	2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	L2.11: How and why do people mark the significant events of life?
5	U2.8 What does it mean to be a Muslim in Britain today?	2b.4 INCARNATION Was Jesus the Messiah? Christmas	2b.1: GOD: What does it mean if God is Holy and Loving?	U2.9 Why is the Torah so important to Jewish people?	2b.5 GOSPEL: What would Jesus do?	U2.11 Why do some people believe in God and some people not?
6	U2.7 Why do Hindus want to be good?		2b.6 SALVATION: What did Jesus do to save Human Beings? Easter	2b.8 KINGDOM OF GOD: What kind of King is Jesus?	2b.2 CREATION/ FALL: Creation & Science - Conflict or Complimentary?	U2.12 How does faith help people when life gets hard?

Assessment

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. As a school, we will assess at the end of each unit. Outcomes for each unit are expressed in relation to the three elements of the teaching and learning approach (making sense of beliefs, understanding the impact, making connections). Children will be placed at working towards, working at or working at greater depth within the expected standard and the information will be passed to their next teacher.

Marking

All work to be completed in files (KS1) or in the back of topic books (KS2).

KS2 (and Year 2 if able) work should be laid out the same - Date miss a line. Key Question miss a line. Start. No need for success criteria. Key questions can be stuck in if preferred.

Teacher to mark in red pen.

If a **key question** is used then tick if met and comment related to the questions (most RE should be question based). Development question or discussion time to be given if appropriate to aid further understanding.

Spellings – KS2 - Pick up basic age appropriate errors or common spelling errors high lighting in yellow and pupils to correct. Children should be encouraged to self-correct.

KS1 –teachers to correct spellings –no more than 3.

Comment on presentation / handwriting. KS2 –encourage to join.

If a child goes out of the class – teacher to note in their book.

Mark S for support.

Where photographic evidence is more appropriate, please ensure permission has been granted by parents/carers and photographs can be stored on common staff/ displayed.

Work can also be recorded in a class book where this is more appropriate e.g. where children have had a discussion or been acting out a key story.