

Beech Hill School

RE

Policy



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## Intent

At Beech Hill Primary School, we believe that it is important for our pupils to learn and explore faiths and beliefs so that they understand the world around them. We provide them with opportunities to develop critical and reflective skills to support them in discovering their own journey of purpose and meaning.

Throughout school we follow the Agreed Syllabus for Religion and Worldviews in Kirklees, Leeds and Calderdale. Our RE curriculum is designed to address the lack of knowledge and understanding of diversity in our local community and we strongly believe that it has the potential to contribute towards the community cohesion in our local area and, ultimately, shape the society for a better future. We want our children to appreciate diversity so that they can respect communities beyond their own and find a positive place in society.

Our whole school RE overview is based on key questions and pupils are taught to critically think about answers and solutions which enhances their understanding of the world as well as cultivating mutual respect and tolerance for others. There is clear progression from EYFS to year 6 so that when pupils leave Beech Hill they have a breadth of knowledge on religious education preparing them for life in the real world.

**In school, the curriculum is based on the Local Agreed syllabus for Calderdale and Kirklees produced by SACRE for teaching pupils from September 2019.**

The syllabus has three aims for pupils:

- Investigate the beliefs and practices of religions and other world views;
- Investigate how religions and other world views address questions of meaning, purpose & value;
- Investigate how religions and other world views influence morality, identity and diversity.

**Through our teaching of the RE syllabus we aim to:**

- Develop an awareness of spiritual and moral issues in life experiences;
- 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.

RE Long Term Plan 2023-2024						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2; 3	Where do we live? Who lives there F:1	How are special times celebrated? F:2 Religions studied: Christianity	What makes a good helper? F:3	What happens in spring? (Bespoke planning)	How do Muslims Celebrate Eid? Religion studied: Islam	What can we see in our wonderful world? F:4
Nursery	Where do we live? Who lives there F:1	How are special times celebrated? F:2 Religions studied: Christianity	What makes a good helper? F:3	How do Christians celebrate Easter? Religions studied: Christianity (Bespoke planning)	How do Muslims Celebrate Eid? Religion studied: Islam	What can we see in our wonderful world? Religion studied: Christianity and Islam F:4
Reception	Where do we live? Who lives there F:1 Religion studied: Christianity and Islam	How are special times celebrated? F:2 Religions studied: Christianity	What makes a good helper? F:3 Religions studied: Christianity and Islam	What can we see in our wonderful world? F:4 Religions studied: Christianity	Who and what are special to us? F:5 Religion studied: Christianity and Islam	
Year 1	Which books and stories are special? 1:1 Christianity & Islam (ref. to Judaism and Sikhism)	How do we celebrate special events? 1:2 Christianity & Islam	What does it mean to belong to a church or mosque? 1:3 Christianity & Islam	How and why do we care for others? 1:4 Christianity & Islam	Who brought messages about god and what did they say? 1:5 Christianity	Revisit any gaps in learning based on on-going assessment throughout the year
Year 2	How is new life welcomed? 2:1 Christianity & Islam	How can we make good choices? 2:2 Christianity & Islam (ref. to Judaism)	How and why do people pray? 2:3 Christianity & Islam	How can we look after the planet? 2:4 Christianity, Islam and non-religious views.	What did Jesus teach us and how did he live? 2:5 Christianity	Revisit any gaps in learning based on on-going assessment throughout the year
Year 3	How do Jews remember God's covenant with Abraham and Moses? 3:1 Judaism	What is spirituality and how do people experience this? 3:2 Christianity, Judaism, Islam & Sikhism	What do Christians believe about a good life? 3:3 Christianity	What do the creation stories tell us? 3:4 Christianity, Judaism, Islam, Sikhism and non-religious perspectives.	Who can inspire us? 3:5 (additional unit) Christianity, Judaism, Islam, Sikhism and non-religious perspectives.	Revisit any gaps in learning based on on-going assessment throughout the year
Year 4	What faiths are shared in our country? 4:2 Christianity, Judaism, Islam & Sikhism	How do the five pillars guide Muslims? 4:3 Islam	Why are Gurus at the heart of Sikh belief and practice? 4:4 Sikhism		How are important events remembered? 4:1 Judaism, Sikhism and Hinduism	Revisit any gaps in learning based on on-going assessment throughout the year
Year 5	Why are some journeys and places special? 5:1 Islam, Christianity, Judaism & Sikhism	What values are shown in codes for living? 5:2 Christianity, Islam, Judaism and non-religious approaches.	Should we forgive others? 5:3 Christianity	What do Christians believe about the old and new covenants? 5:4 Christianity		Revisit any gaps in learning based on on-going assessment throughout the year
Year 6	How do Sikhs show commitment? 6:1 Sikhism	What do Christians believe about Jesus' death and resurrection? 6:2 Christianity		How do Jews remember the Kings and Prophets in worship and life? 6:4 Judaism and links to Islam and Christianity		How does growing up bring responsibilities? 6:3 Christianity, Judaism, Sikhism and extended to other religions.

## Implementation:

### Planning and Teaching

RE is timetabled so that pupils are provided with two whole mornings per half term (6-8 hours), allowing for in-depth discussions, debates and thoughts. 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 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, Eid 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. 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.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and periods of stillness and reflection. Literacy skills are developed through writing, debating/discussion, reading, researching, recording information, speaking and listening. Children also celebrate the diversity in religion and culture across the world, lending itself to geographical and historical links. Computing enhances our teaching of RE across all year groups, where for example visits aren't possible, virtual tours are available. RE is carried out inside and outside the classroom, where pupils investigate a variety of people, places and environments in the United Kingdom and the wider world. They compare and contrast the different religions and cultures that they study and learn about.

To further support teaching, a bank of 'Must Knows' has been created to help children understand key facts about each RE unit. Key vocabulary is displayed on the Must Knows to work alongside our whole school focus on developing our children's vocabulary. RE mornings allow for knowledge and understanding to be clearly built upon as children move up through the school.

In the Foundation Stage, RE aspects of the children's work are related to the objectives set out in the Early Learning Goals (ELGs), as outlined in Development Matters. These underpin the curriculum planning for children aged three to five as RE makes a significant contribution to the personal, social and moral development of a child and a child's knowledge and understanding of the world.

### **The legal position of teaching 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 ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching.

### **Inclusion:**

RE is taught across the key stages in ways that enable each child to access and engage with the syllabus, regardless of ethnic group, age, disability, SEN and gender. For each unit, the 'Must Knows' provide a set of key facts and vocabulary, used to recap prior learning for retention, pre-teaching, home learning tasks and assessment. Work is accessible, challenging and engaging for all learners to ensure that true progress is made. Where children have significant needs, they may be taught and assessed against simplified objectives, in-line with their specific requirements.

### **Impact**

#### **Assessment and Feedback**

#### **EYFS**

Videos, photographs and observations are kept of the children's work on Seesaw as evidence. Children's progress is tracked on the EYFS curriculum as 'Understanding of the World' using Target Tracker. Assessment in this area of learning is used to highlight any gaps children may have in learning and put in place support to help children accomplish their next steps.

#### **Year 1 - 6**

Children's knowledge and understanding in religious education is informally assessed using teacher judgements as we observe them during lessons. At the end of each unit, children are assessed on the 'Must Know' statements using a quiz on Purple Mash.

Target Tracker is used by all teachers to track individual pupil progress. This is completed over the year and allows teachers and the subject lead to highlight any gaps and plan for support, intervention or catch up. The teacher will then complete a full summative assessment at the end of the year to ensure their next year groups know their starting points.