

ST. NICHOLAS PRIORY C.E. V.A. PRIMARY SCHOOL



Policy for Religious Education

RELIGIOUS EDUCATION POLICY FOR ST NICHOLAS PRIORY C.E. V.A. PRIMARY SCHOOL

Introduction

Religious Education is an entitlement for all pupils and its place in the school curriculum is an acknowledgement of the important role that beliefs and values play in peoples' lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide today as they have done throughout history. As a curriculum area Religious Education offers pupils an opportunity to develop a better understanding of themselves, the people around them and the world in which they live.

St Nicholas Priory Primary School is a Church of England Voluntary Aided Junior School and Religious Education is provided in line with the requirements of the relevant Education Acts. These are that:

- Christianity should be the majority study in Religious Education and it should draw upon the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms.
- The encounter must be an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place
- Religious Education must be provided according to the Norfolk Agreed Syllabus - 2012.

We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. The Religious Education programme seeks to be sensitive to the home background of each child; it is not the function of Religious Education to promote or disparage particular religious views.

The Aims of Religious Education at St Nicholas Priory CE VA Primary School

Within the framework of the Education Acts and Norfolk Agreed Syllabus, our aims in Religious Education are:

- The curriculum should enable all children and young people to become successful learners who enjoy learning, make progress and achieve well
- The curriculum should enable all children and young people to become confident individuals who are able to live safe, healthy and fulfilling lives
- The curriculum should enable all children and young people to become responsible citizens who make a positive contribution to society

The Norfolk Agreed Syllabus gives more details of the importance of Religious Education in the curriculum and selects two main aims for its Programmes of Study and Attainment Targets: Learning about Religion and Learning from Religion.

Time Allocation

Curriculum 2000 recognised Religious Education as a 'core' subject for all pupils. The Dearing Curriculum Review (1996) recommended a minimum of 45 hours at Key Stage 2; this was reiterated in 'Developing and Managing the Primary Curriculum' (QCA, 2003) and is endorsed by the Norfolk Agreed Syllabus, 2012. Religious Education **curriculum time does not include collective worship**, even where an assembly complements or provides a starting point for curricular work.

The time allocated at St Nicholas Priory Primary School in Key Stage 1 is a minimum of 3 terms on Christianity and 1 term on Judaism. A minimum of 36 hours per year should be provided for Religious Education at this Key Stage. The time allocated at St Nicholas Priory Primary School in Key Stage 2 is 45 hours per year in line with recommendations. Year groups may choose how to allocate these hours e.g. 1 hour sessions per week or by blocking RE into 'RE Weeks' or 'RE Afternoons'

The Requirements of the Norfolk Agreed Syllabus

At St Nicholas Priory Primary School our Religious Education is based on the Norfolk Agreed Syllabus and draws upon the Understanding Christianity resources. The Agreed Syllabus sets out Programmes of Study for Key Stages 1 and 2, beginning each with a focus statement summarising what Religious Education will look like at each Key Stage.

Programme of study for Key Stages 1 and 2

Throughout Key Stages 1 and 2 pupils learn about Christianity and other religions, recognising the impact of religion and belief both locally and globally. Pupils make connections between differing aspects of religion and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion and develop the skills to analyse, interpret and apply the Bible text. 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 the importance of dialogue between people of different beliefs. They extend the range and use of specialist vocabulary. Pupils recognise the challenges involved in distinguishing between ideas of right and wrong, and in valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints, whilst reflecting critically on areas of shared belief and practice between different faiths. Pupils consider their own beliefs and values and those of others, in the light of their learning in Religious Education.

The Programmes of Study develop continuity and progression in Religious Education. They detail requirements for 'Learning about religion' and 'Learning from religion' for each Key Stage. The 'Breadth of Study' section explains which Religions and Areas of Study should be

covered and outlines a wide range of Experiences and Opportunities which should characterise teaching and learning.

The Agreed Syllabus also sets out Attainment Targets for Religious Education and gives Level Descriptions by which pupils' progress may be assessed.

Scheme of Work

A detailed Scheme of Work for Religious Education which focuses on an enquiry approach to Religious Education incorporating a 'Big Question' style of research has been written for St Nicholas Priory Primary School in light of the requirements described above and with reference to the QCA Scheme of Work for Religious Education (2012). An appendix to this policy (Appendix 1) shows how coverage of the Agreed Syllabus is achieved. Both the Scheme of Work and the Agreed Syllabus are available for inspection in school.

Teaching and Learning Styles

Ofsted reports suggest the range of teaching and learning strategies in Religious Education is often too narrow, with overuse of stories and a limited range of drawing and written tasks.

At St Nicholas Priory Primary School we are using increasingly varied and active ways of working which include art and drama, debating, visits, posters, photos, videos and interactive displays. In particular, we recognise the importance of teaching the two attainment targets of the Agreed Syllabus ('Learning about religion' and 'Learning from religion') in a balanced way, and our Schemes of Work have been written to encourage this. We also encourage cross-curricular work.

Use of ICT

Pupils are being given increasing opportunities to apply and develop their ICT capability where appropriate in Religious Education. Use of CD-ROMS for virtual visits to places of worship, e-mail contacts with other schools, digital cameras and interactive whiteboards have all helped pupils develop their learning in and enjoyment of Religious Education.

Resources

Good resources are essential to fulfil the teaching requirements of the Agreed Syllabus and for St Nicholas Priory Primary School this has been a rapidly improving area. Plans are linked with the Understanding Christianity resources and new books, artefacts, videos and posters have been purchased to support the teaching of Religious Education. Time has been given in staff meetings to allow staff to familiarise themselves with these new resources.

Resources are stored in the walk in cupboard at the back of the library in separate topic boxes. Lists in the boxes encourage staff to suggest gaps in the resources for future spending.

Professional Development for Staff

The school acknowledges that no teacher can be an instant expert in six religions. The subject leader has developed some strategies for supporting staff who need to develop subject knowledge, skills and personal confidence in teaching Religious Education and has headed an after-school briefing to help staff familiarise themselves with the aims and objectives in the Norfolk Agreed Syllabus. The school acknowledges that professional development of this kind is not easy to organise or finance but is committed to ensuring all staff are well equipped to teach Religious Education. The Staff has been made aware of the newly acquired Understanding Christianity resources available on the school server.

Visits and Visitors

Visits and visitors can provide powerful learning experiences for both teacher and pupils. All visits and visitors are organised through the subject leader.

Priory pupils regularly visit our local Christian Minster to celebrate key events in the Christian calendar such as Harvest Festival, Christmas and Easter. Clergy and other members of the community meet with children. Activities and discussions are focused on specific areas of the curriculum as we aim to revisit these churches with all classes. The year 6 Leaver's Service is similarly conducted at the Minster.

Matching Work to Pupils' Needs

Whole school policy with regard to special needs and differentiation applies to Religious Education. However, teachers should be aware that some children have additional experience of a religion through family practice and may show greater ability and understanding than they do generally.

Assessment, Recording and Reporting

Schools are required to provide an annual report for parents on the attainment and progress of each child in Religious Education, as for other subjects in the curriculum.

At St Nicholas Priory Primary School, staff will use the 'I can' statements to give each child an RE level at the end of each unit/topic. These will be recorded on the grids provided on the school server.

Monitoring, Evaluation and Review

The subject leader's role includes monitoring and evaluation of this policy in practice and, in particular, monitoring of teaching and learning in the classroom. Staff will submit the assessment grids each half term and the co-ordinator will conduct half-termly book looks to gather evidence of teaching and learning within this subject area.

Contribution to SMSC development

These are areas of a pupil's development to which all subjects are expected to contribute. At St Nicholas Priory Primary School, Religious Education should play a part in:

- developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way. (SPIRITUAL)
- providing a forum for pupils to develop and evaluate their own beliefs and values and to examine the beliefs and values others have chosen to live by. (MORAL)
- encouraging interest in and an understanding of others, respect for those with different beliefs, and a sense of 'community'. (SOCIAL)
- evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating the riches that diversity offers. (CULTURAL)

Provision for Withdrawal from Religious Education

Two provisions of law need to be noted:

- i) Parents may ask for their child to be totally or partially withdrawn from Religious Education in accordance with the Education Act 1944, sections 25(4) and 30, which was re-enacted in 1988. Reasons for withdrawal do not have to be given and the school **must** enable parents to exercise this legal entitlement. *The School Brochure advises parents of the current provision for Religious Education. They are asked to contact the Head teacher if they wish to withdraw their child. It is hoped that, in discussing their requirements, an understanding can be reached and arrangements for alternative Religious Education or supervision made.*
- ii) Teachers may withdraw from Religious Education. Their classes, however, are legally entitled to Religious Education. The Head teacher is responsible for alternative provision for pupils. Staff are not required to give reasons for withdrawal. *Currently no member of staff exercises this right. Were this to happen, the subject leader would probably cover the affected class. The other member of staff would teach an appropriate area of the National Curriculum for the subject leader.*

Religious Education and its relationship to Collective Worship

In law, Religious Education and Collective Worship are distinct. Religious Education is part of the school curriculum; it has to be delivered appropriately for pupils of different ages and abilities. It cannot be delivered during Collective Worship. However, during Collective Worship at St Nicholas Priory Primary School, stories from the Bible, Christian and other traditions are told and enjoyed, festival days and celebrations are often mentioned, and we enjoy assemblies led by members of religious communities. These complement and bring

depth to our Religious Education programme. A separate policy is available for Collective Worship.

This policy was reviewed and updated in October 2017 by Romy Simons, RE Coordinator.

Next review: October 2020.

Signed by

Name Date.....

(On behalf of the Governing Body)

Headteacher..... Date

Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Belonging What does it mean to belong?	Concept: Church Key Question: Why is meeting together important for Christians? Christianity	Concept: Church Key Question: What do Christians mean when they use the word church? Links to Christmas. Christianity	Concept: Kingdom of God Key Question: What stories did Jesus tell about the Kingdom of God/Kingdom of Heaven? Christianity	Concept: Kingdom of God Key Question: What do Jesus' parables tell us the Kingdom of God is like? Link to Easter Christianity	Concept: Chosen People Key Question: What do Jews remember on Shabbat? Judaism	Concept: Ummah Key Question: How is a baby welcomed into the Muslim tradition? Islam
Year 2 Believing What do you believe? How is this different or similar to what others believe?	Concept: Samsara Key Question: Why do Hindus believe making the right decisions is important? Hinduism	Concept: Incarnation Key Question: Why is Jesus important to Christians? Christmas. Christianity	Concept: The Shema Key Question: Why do Jewish men and some women cover their heads when they pray? Judaism	Concept: Salvation Key Question: Why is the cross an important symbol for Christians? Easter Christianity	Concept: Trinity Key Question: What does the Bible say about God? Christianity	Concept: Ik Onkar (One God) Key Question: What do the 5Ks tell us about Sikh beliefs? Sikhism
Key Stage 1: Across KS1 there should be a minimum of 3 terms on Christianity and 1 term on Judaism. A minimum of 36 hours per year should be provided for Religious Education.						
Year 3 Journeys Are we on a journey?	Concept: Sacrament – Baptism Key Question: How do people start their journey of faith? Compare 2 religions. Christianity	Concept: Samsara Key Question: How do people start their journey of faith? Compare 2 religions. Buddhism	Concept: Salvation Key Question: If life is a journey, does it ever end? Compare 2 religions. Christianity	Concept: Samsara Key Question: If life is a journey, does it ever end? Compare 2 religions. Hinduism	Concept: Ibadah Key Question: Why do people go on pilgrimage? Islam	Concept: Dharma Key Question: Why do people go on pilgrimage? Hinduism
Year 4 Expressions of belief Where how and why do people worship?	Concept: Church Key Question: What do Christians mean when they use the word Church? Christianity	Concept: Incarnation Key Question: How do Christians around the world celebrate Christmas? Christianity	Concept: Sewa Key Question: How do Sikhs worship? Sikhism	Concept: Dharma Key Question: How do Hindus worship? Hinduism	Concept: Ibadah, Khilafa Key Question: What are the many ways Muslims put their faith into action? Islam	Concept: Atonement Key Question: Why is Yom Kippur important for Jews? Judaism

<p>Year 5 Impact of Faith How does a believer's faith impact their daily life?</p>	<p>Concept: Revelation Key Question: Why is the Qu'ran important? Islam</p>	<p>Concept: Ummah Key Question: How are the five pillars of Islam an expression of Ummah? Islam</p>	<p>Concept: Trinity Key Question: Why is it important to Christians that God is father, son and Holy Spirit? Christianity</p>	<p>Concept: Covenant Key Question: What does the Covenant mean for Jewish family life? Judaism</p>	<p>Concept: The Shema Key Question: What are the main Jewish beliefs expressed in The Shema? Judaism</p>	<p>Concept: Dharma Key Question: Can you explain why Buddha is important to Buddhists? What did he teach about how to live your life? Buddhism</p>
<p>Year 6 Philosophy and Ethics Does religion help us answer life's big questions?</p>	<p>Concept: Key Question: What are the rules that religious people live by? Compare 2 religions. Example Humanism & Christianity.</p>	<p>Concept: Key Question: What are the rules that religious people live by? Compare 2 religions. Example Humanism & Christianity.</p>	<p>Concept: Key Question: Is the impact of faith always positive? Use current events to choose and compare 2 religions. Christianity & Islam?</p>	<p>Concept: Key Question: Is the impact of faith always positive? Use current events to choose and compare 2 religions. Christianity & Islam?</p>	<p>Concept: Word of God / Bible Key Question: Does religion encourage people to serve their community? Christianity – Compare within religion. Salvation Army.</p>	<p>Concept: Divine World Order Key Question: Does religion encourage people to serve their community? Baha'i</p>
<p>Key Stage 2: Across KS2 there should be a minimum of 4 terms on Christianity and 2 terms on Hinduism and 2 terms on Islam. A minimum of 45 hours per year should be provided for Religious Education.</p>						

Appendix 2

Areas of Study

Year 1

Belonging	Autumn 1	Spring 1	Summer 1
	<p>How do Christians belong to their faith family?</p> <p><i>Points to consider:</i></p> <p>Baptism / Christening Christian daily life Christian milestones – Confirmation, marriage etc.</p> <p style="text-align: right;"><i>Christianity</i></p>	<p>What do Jews remember on Shabbat?</p> <p><i>Points to consider:</i></p> <p>Covenant Day of rest Creation of the Earth</p> <p style="text-align: right;"><i>Judaism</i></p>	<p>Why is meeting together important for Christians?</p> <p><i>Points to consider:</i></p> <p>Church Worship Fellowship</p> <p style="text-align: right;"><i>Christianity</i></p>
	Autumn 2	Spring 2	Summer 2
	<p>Why is light an important symbol for Christians and Jews?</p> <p><i>Points to consider:</i></p> <p>Hanukah, Manora, Shabbat Advent, Christingle Christmas Story (Jesus light of the world)</p> <p style="text-align: right;"><i>Christianity / Judaism</i></p>	<p>What does the cross mean to Christians?</p> <p><i>Points to consider:</i></p> <p>Salvation Saving</p> <p style="text-align: right;"><i>Christianity</i></p>	<p>What do Jesus' parables teach Christians about belonging to the Christian family?</p> <p><i>Points to consider:</i></p> <p>Belonging Family Growing</p> <p style="text-align: right;"><i>Christianity</i></p>

Year 2

Celebrating	Autumn 1	Spring 1	Summer 1
	<p>How do Jews and Christians celebrate God as provider?</p> <p><i>Points to consider:</i></p> <p><i>Psalms</i> <i>Harvest</i> <i>Sukkot</i></p> <p><i>Judaism</i></p>	<p>Why do Jews celebrate Passover (Pesach)?</p> <p><i>Points to consider:</i></p> <p><i>Pilgrimage</i> <i>Liberation</i> <i>Chametz</i></p> <p><i>Judaism</i></p>	<p>How do Christians worship across the world?</p> <p><i>Points to consider:</i></p> <p><i>Where in the world book</i> <i>Cultural differences</i> <i>Denominations</i></p> <p><i>Christianity</i></p>
	Autumn 2	Spring 2	Summer 2
	<p>What can we learn about Jesus from the Nativity story?</p> <p><i>Points to consider:</i></p> <p><i>Celebrating</i> <i>Jesus sent as saviour</i> <i>How is it celebrated</i></p> <p><i>Christianity</i></p>	<p>Why do Christians celebrate communion?</p> <p><i>Points to consider:</i></p> <p><i>Last supper</i> <i>Eucharist</i></p> <p><i>Christianity</i></p>	<p>Why is celebration important for (Teachers to decide faith)?</p> <p><i>Points to consider:</i></p> <p><i>?</i></p>

Year 3

Journey of Life	Autumn 1	Spring 1	Summer 1
	<p>Why do people choose to make a new start?</p> <p><i>Points to consider:</i></p> <p><i>New Beginnings</i> <i>Turning over a new leaf</i> <i>Looking at well known people who have been converted to Christianity</i> – www.rejesus.co.uk/lives</p> <p><i>Christianity</i></p>	<p>Is life a journey and does it ever end?</p> <p><i>Points to consider:</i></p> <p><i>Hindu beliefs</i> <i>Moksha</i> <i>Hamanism (One life)</i></p> <p><i>Hinduism / Humanism</i></p>	<p>What does it mean to be a pilgrim?</p> <p><i>Points to consider:</i></p> <p><i>Different pilgrimages</i> <i>Lourdes</i></p> <p><i>Christianity</i></p>

	Autumn 2	Spring 2	Summer 2
	<p>How do people show a commitment to a faith?</p> <p><i>Points to consider:</i></p> <p>Judaism – Bar Mitzvah Sikhism – Amrit Ceremony Christianity – Confirmation</p> <p><i>Christianity / Judaism / Sikhism</i></p>	<p>What does eternal life mean to Christians?</p> <p><i>Points to consider:</i></p> <p>Eternal life Hope Heaven Resurrection</p> <p><i>Christianity</i></p>	<p>Why do Muslims go on pilgrimage?</p> <p><i>Points to consider:</i></p> <p>Hajj</p> <p><i>Islam</i></p>

Year 4

Global Community	Autumn 1	Spring 1	Summer 1
	<p>What does it mean for Christians to belong to a worldwide church?</p> <p><i>Points to consider:</i></p> <p>Anglican communion Bishops in action website</p> <p><i>Christianity</i></p>	<p>What does it mean to belong to the Muslim community?</p> <p><i>Points to consider:</i></p> <p>Ummah Prayer Five Pillars, Mosque</p> <p><i>Islam</i></p>	<p>How did the world come to be?</p> <p><i>Points to consider:</i></p> <p>Creation Stewardship Care for the environment</p>
	<p>How do Christians around the world celebrate Christmas?</p> <p><i>Points to consider:</i></p> <p>Cultural differences Why is it celebrated?</p> <p><i>Christianity</i></p>	<p>How do Christians work to bring God’s Kingdom on Earth?</p> <p><i>Points to consider:</i></p> <p>Charities Christian Aid Toilet twinning!</p> <p><i>Christianity</i></p>	<p><i>Focus should be on religions other than Christianity.</i></p>

Year 5

Impact of Faith	Autumn 1	Spring 1	Summer 1
	<p>How does Jesus inspire Christians?</p> <p><i>Points to consider:</i></p> <p><i>Teachings</i> <i>Parables</i> <i>School Council</i></p> <p><i>Christianity</i></p>	<p>How does worshipping God make a difference to Hindus?</p> <p><i>Points to consider:</i></p> <p><i>Puja</i> <i>Aarti</i> <i>dharma</i></p> <p><i>Hinduism</i></p>	<p>How does the Holy Spirit transform people?</p> <p><i>Points to consider:</i></p> <p><i>The 'Promise' booklet</i></p> <p><i>Christianity</i></p>
	Autumn 2	Spring 2	Summer 2
	<p>How do Christians bring hope at Christmas?</p> <p><i>Points to consider:</i></p> <p><i>Shoobox appeal</i> <i>Gifts</i> <i>Salvation Army</i> <i>Carols</i></p> <p><i>Christianity</i></p>	<p>Can one person change the world?</p> <p><i>Points to consider:</i></p> <p><i>Focus on peace</i> <i>Gandhi</i> <i>Non Christian figure of choice</i></p> <p><i>Hinduism</i></p>	<p>Does religion bring peace or conflict?</p> <p><i>Points to consider:</i></p> <p><i>Various Faith Groups</i></p>

Year 6

Philosophy and Ethics	Autumn 1	Spring 1	Summer 1
	<p>Who or what is God?</p> <p><i>Points to consider:</i></p> <p><i>Discover through art</i> <i>Trinity</i> <i>Allah</i> <i>5 pillars</i></p>	<p>Why is there suffering?</p> <p><i>Points to consider:</i> <i>Aung San Suu Kyi</i> <i>Persecution</i></p> <p><i>Buddhism</i></p>	<p>Is it ever right to use violence?</p> <p><i>Points to consider:</i></p> <p><i>Hindu beliefs – non violence</i> <i>Buddhism</i> <i>Ahimsa – vegetarianism</i></p> <p><i>Hinduism / Buddhism</i></p>
		<p>Spring 2</p> <p>In what ways do virtues serve people in this life and the next?</p> <p><i>Points to consider:</i></p> <p><i>Baha'i</i></p> <p><i>Christianity / Islam / Humanism</i></p>	<p>Summer 2</p> <p>Does God have a plan for people?</p> <p><i>Points to consider:</i> <i>Why are we here?</i> <i>What are we here for?</i> <i>Destiny</i> <i>Fate</i></p> <p><i>Christianity</i></p>