

Confidence. Persistence. Getting Along. Organisation. Resilience.

RE Policy

Edisford Ethos

Underpinning everything we do at Edisford is that children experience enjoyment, develop their character and forge strong memories – we call this ‘fun, charisma and memories’! This is followed through at every level, with all adults and children contributing to an environment we want to work and play in.

Key to our curriculum is teaching children the five characteristics for success: persistence, resilience, getting along, organisation and confidence. If children build strong personal qualities, they become well-rounded people and also do well academically, too. We actively teach children how to be persistent, resilient, confident, organised and to get along through our Endeavours and Flairs badge schemes. We refer to these qualities throughout the rest of the curriculum, bringing the experience to all areas of school.

Inclusion

At Edisford, all curricular subjects will be taught inclusively to all children to take into account their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

The statutory requirements are to be found in the Education Act (2002).

- 1. Religious Education is part of the basic curriculum, but not of the National Curriculum. It must be taught according to a locally agreed syllabus, and be prepared by a specially convened standing conference. Religious Education in our school is taught within the framework of the Lancashire Agreed Syllabus, for RE 2021.*
- 2. Religious Education must be denominational, but teaching about denominational difference is permitted.*

3. Religious Education must be provided for all registered pupils (excluding

Nursery), but parents have the right to withdraw their children from Religious Education lessons.

4. The Education Reform Act (1988) states that "Religious Education must reflect the fact, that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in the country". The Lancashire and Blackpool Agreed Syllabus meets the above requirements.

RE Intent

At Edisford Primary School, we believe that RE is important in promoting spiritual, moral, social, cultural understanding. More than this, it cultivates understanding of cultural diversity and the intellectual development of pupils. Pupils learn that human life is not just about the material and become open to the possibility of transcendent or spiritual life.

Through a study of different religions and Christianity, they explore experiences in not only their own life, but in others' lives, too. They learn the Edisford ethos, which is to be tolerant of others, approaching other people's beliefs, actions and feelings with sensitivity and respect. This enables them to contribute to a more cohesive community, where people of different religions and of no religion, can live well together. This in turn enables them to cope with the responsibilities and experiences of adult life.

Aims

The principal aim of Religious Education in school is to support pupils' personal search for meaning by engaging enquiry into the question, 'What is it to be human?' - exploring answers offered by religion and belief. We use the Lancashire Agreed Syllabus for RE to plan our RE Lessons. Children cover Christianity and a range of other religions.

Building upon this we aim to:

1. Provide opportunities for all pupils to learn and achieve through an ambitious, coherently planned, broad and balanced curriculum.

- The school RE curriculum should develop an enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all.
- Provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills.

- Enable pupils to think creatively and critically, to solve problems and to make a difference for the better.

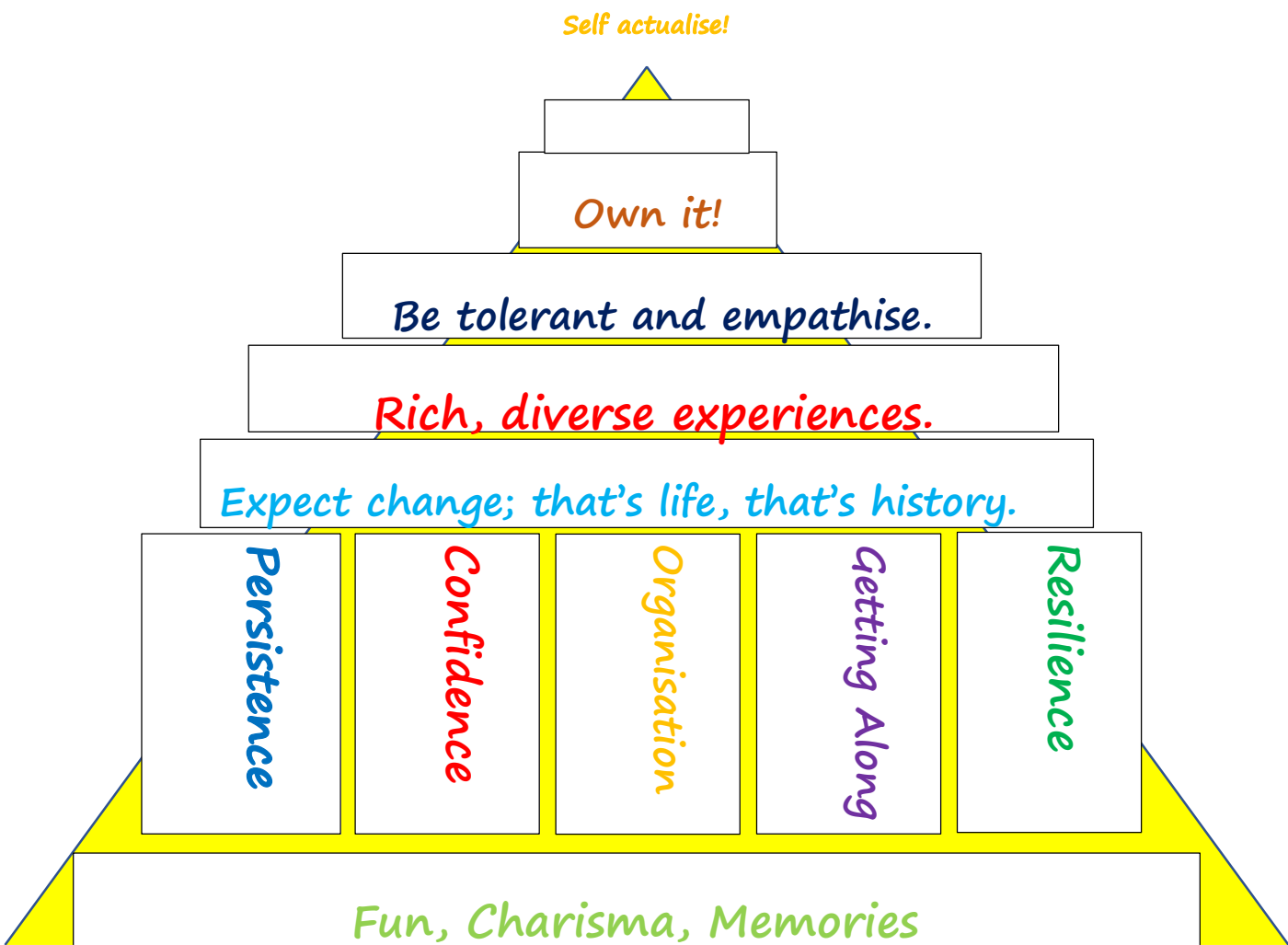
2. Through the RE curriculum, promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life

□ Help pupils develop principles for distinguishing between right and wrong.

- Develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- Promote equality of opportunity and enable pupils to challenge discrimination and stereotyping.
- Develop pupils' ability to relate to others and work for the common good.
- Use RE to prepare for the opportunities of adult life and for lifelong learning
- Enable pupils to respond positively to opportunities and responsibilities, manage risk and cope with change.

Implementation Teaching Methods

1. Through assemblies – children listen to a range of stories which teach different aspects of our Edisford ethos, promoting spiritual, moral, social and cultural understanding. This is linked to our five characteristics for success (persistence, confidence, resilience, getting along and organisation) and our Edisford Ethos Pyramid (see below):



2. Planning and teaching are undertaken on a half-termly basis using the Key Questions for each year group. Our planning for RE uses the Lancashire 'Field of Enquiry' of Shared Human Experiences (We), Beliefs and Values (What do they believe?), learning about Living Religious Traditions (How does that belief impact on their life?) and a Search for Personal Meaning (Me). The grids that we use enable teachers to be clear about the knowledge, concepts, understanding and skills that should be taught across the school.

Long Term Plans:

Early Years and Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Why are some things special?	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people? OR What is special about our world?	
Y1: What do people say about God?	Christianity (God) Why do Christians say that God is a 'Father'? God the Father, prayer.	Christianity (Jesus) Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas.	Islam How might beliefs about creation affect the way people treat the world? God as creator, care for the planet.	Judaism Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God.	Hindu Dharma What do Hindus believe about God? one God in many forms, God in all things, expressing ideas about God.	Christianity (Church) How might some people show that they 'belong' to God? Baptism, belonging.
Y2: How do we respond to the things that really matter?	Christianity (God) Does how we treat the world matter? Creation, Care for the planet, Harvest.	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world, symbolism of light, Advent and Christmas.	Hindu Dharma How might people express their devotion? Devotion, worship in the home and temple.	Islam Why do Muslims believe it is important to obey God? submission and gratitude, prayer.	Christianity (Church) What unites the Christian community? Worship, the church, use of symbols.	Judaism What aspects of life really matter? Moses, Ten Commandments, the Sabbath.

Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3: Who should we follow?	Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people.	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet, Muhammed (pbuh), Zakah.	Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others.	Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit, Pentecost.	Sikhism Why are the Gurus important to Sikhs? Guru Nanak, The 10 gurus, Baisakhi.	Hindu Dharma Why is family an important part of Hindu life? religious duty, Hindu scriptures (the Ramayana), Raksha Bandhan.
Y4: How should we live our lives?	Hindu Dharma What might a Hindu learn through celebrating Diwali? Vishnu, Rama and Sita, Diwali.	Christianity (God) How and why might Christians use the Bible? The Bible, christian life – guided by wisdom, teachings and authority.	Sikhism How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara.	Christianity (Jesus) Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice.	Islam Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.	Christianity (Church) What does 'love your neighbour' really mean? Parables, love for all.
Y5: Where do we find guidance about how to live our lives.	Christianity (God) Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality.	Islam Why is the Qur'an so important to Muslims? The Qur'an, The Night of Power.	Hindu Dharma What might Hindus learn from stories about Krishna? Krishna, Holi.	Christianity (Jesus) What do we mean by a miracle? miracles of Jesus, pilgrimage.	Christianity (Church) How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.	Judaism Do people need laws to guide them? The Torah, the synagogue.
Y6: Is life like a journey?	Christianity (God) How do Christians mark the 'turning points' on the journey of life? Christian rites of passage, denominational differences.	Hindu Dharma Is there one journey or many? Reincarnation, Karma, the 4 ashramas.	Islam What is Hajj and why is it important to Muslims? The Ummah, Hajj.	Christianity (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week, The Eucharist denominational differences.	Buddhism What do we mean by a 'good life'? The Buddha, The Four Noble Truths, The Eightfold path.	Christianity (Church) If life is like a journey, what's the destination? Salvation, Forgiveness.

3. *People Skills Endeavour* – children learn about diversity and the lives of others e.g. retirement home visits, visits to the local community centre to entertain and help out, learning about homelessness, learning about how to look after and care for ourselves, being tolerant of each other's beliefs, mixing in different diverse groups to our class, visits with other schools with contrasting catchments.

**See People Skills Endeavour Badge Plan*

4. *Religious Education* may also be addressed through the following:

- PHSE
- EYFS Areas of Learning
- Art
- Music
- English
- History

The above list is not exhaustive and Religious Education may well be addressed in other curriculum areas dependent upon the unit being studied.

Strategies for the teaching of Religious Education

A variety of strategies will be used for the teaching of Religious Education. Work will seek to promote open enquiry and respect. The variety of strategies will include:

- Individual work
- Group work (groups can be mixed ability with differentiation by role or ability groups with differentiation by outcome).
- Class work
- The use of ICT to develop, support and enhance learning where appropriate.
- Visitors into school
- Links with other schools and faith communities

SEN

Teaching Assistants are deployed to help groups or individuals if necessary. RE is taught at a level appropriate to age, ability and experience; and is accessible to every child through personalised learning, differentiation of work and support.

EAL

Children with EAL will have full access to RE, with support from the EAL team if needed.

Gifted and Talented

These children are identified in planning and provided with appropriate challenges.

Supervision and Activities for pupils withdrawn from Religious Education

Class teachers will make suitable arrangements for the supervision of pupils withdrawn from Religious Education. Pupils withdrawn from Religious Education will be supervised by a class teacher or the Teaching Assistant. Pupils will take suitable work with them. Suitable work could include any of the following:-

English activities, Maths activities, Science activities, Non-core activities, work from the pupil's own religious books.

Assessment, Recording and Reporting

Teachers assess RE twice yearly, with an assessment in February and June. Evidence is gathered mainly through observation, written tasks, discussions, drawings, photographs and ICT work. The recorded evidence assists teachers in their planning and in reporting to parents, governors.

Reporting

A yearly report of progress in R.E. is made to parents through a written report.

Impact

We measure the impact of our RE in a number of ways:

- i) Observations and walk-throughs during our RE Lessons
- ii) Work scrutiny
- iii) Pupil interviews
- iv) RE assessments using the assessment framework twice a year.

Continual Improvement

We follow a continuous improvement cycle, identifying successful areas and areas for improvement, tweaking where necessary to ensure all children's needs are met.