

Trimley St Mary School – Religious Education Policy

National Curriculum Purpose of Study:

The National Curriculum states; “Teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.”

RE in the Early Years Foundation Stage:

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.

National Curriculum Requirements for Subject Content at KS1:

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Pupils are taught to:

- Study the main stories of Christianity.
- Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study other religions of interest to pupils.

National Curriculum Requirements for Subject Content at KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Pupils are taught to:

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupils

Religious Education at Trimley St Mary. (Curriculum Intent)

Curriculum Intent

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within RE.



Curriculum Drivers - At the heart of Trimley St Mary School, lies clearly defined and understood "curriculum drivers" that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil's experiences.

<u>Mastery Statement</u>	<u>Trimley St Mary School – Curriculum Drivers</u>		<u>The 8 Cs</u>
<u>Enrichment Policy</u>			<u>The Language of BAD</u>
<u>Community</u> Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local business and other agencies, we support, motivate and inspire all children to achieve and be successful in their own right.	<u>Initiative</u> We demonstrate that we can think for ourselves, take action when necessary and have the drive to achieve. We welcome the challenge of doing things without being asked, solve problems; we have the desire to continually learn and grow. We recognise the importance of leading our own learning, carrying out research, asking questions and seeking help when needed. We show resilience and determination and know that these skills will be essential in our next stages of education and the workplace.	<u>Mindfulness</u> As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. We work with children who may have struggled with difficult life events to help them re-engage with life and learning. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children's awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	<u>Diversity</u> We serve to support the rounded development of children and promote diversity. We show support for diversity by talking with people to find out how best to include them and respect their beliefs. By valuing and respecting diversity, we encourage everyone to respect others' right to their own beliefs, values and opinions. Children's connection to diversity develops through their experiences. Having a strong sense of their own cultural history and traditions helps children build a positive identity for themselves, as well as supporting children's sense of belonging and self-esteem. When their mental health and wellbeing is supported, so is their learning.

Religious Education is a compulsory subject, which is reported on in the pupils' end of year reports. RE at Trimley St. Mary reflects the diverse religions in our multicultural society. It establishes an appreciation of how religion plays an important role in the lives of some people and how many people place values as an important aspect of their lives whilst also contributing to the development of their own beliefs, values and identity.

Learning RE:

- Promotes and broadens children's understanding of the world around them.*
- Provides an outstanding level of religious understanding and knowledge.*
- Provides a thorough engagement with a range of ultimate questions about the meaning and significance of existence.*
- Gives the children the ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.*
- Promotes a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.*
- Contributes to exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas*
- and working constructively with others.*
- Maintains significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.*
- Sustains the ability to link the study of religion and belief to personal reflections on meaning and purpose.*

- Administers a wide knowledge and deep understanding across a wide range of religions and beliefs.

Our commitment to Religious Education at Trimley St Mary Primary School:

(Curriculum Implementation)

Sequence

- Religious Education is a foundation subject in the National Curriculum. Our school uses the objectives from The National Curriculum as a basis for planning RE alongside the Chris Quigley Essentials Curriculum, which exceeds new national curriculum expectations. Planning is progressive and skills are revisited from Years 1 to 6 to ensure children have deeper understanding of concepts and techniques. Knowledge, skills and understanding are progressively built upon through each of the areas of experience of **Understand beliefs and teachings, Understand practices and lifestyles, Understand how beliefs are conveyed, Reflect and Understand values**. Within each discipline this has been provided through gradually extending the breadth of content, increasing the depth of knowledge and understanding and focusing on improving the quality of responses and outcomes.

In the Foundation Stage RE can make an active contribution to:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

In Key Stage 1 children explore Christianity and Judaism. They learn about different beliefs about God and the world around them.

In Key Stage 2 children learn about Christianity and at least two other principle religions, identifying the impact of religion and belief locally, nationally and globally.

Teaching and Learning.

KS1- RE is taught on a weekly basis. Use of CQ essentials and The Emmanuel Project to ensure coverage of key skills. Key vocabulary is tapped and clapped and songs are incorporated into sessions which revisit key knowledge. Use of T-P-S to encourage discussion of previous knowledge and skills studied. Cross curricular links are maximised to support engagement and enjoyment of the subject including Art, Drama and Role-Play and iPads.

Lower KS2- Years 3 and 4 are taught on an alternate week basis.

Upper KS2- Years 5 and 6 are taught on an alternate week basis.

In teaching for all of KS2 use of The Emmanuel Project ensures coverage of key skills. Quizzes have been used to revisit key knowledge. Cross curricular links are used eg writing- own opinions/labelling/re-telling, art- illustrations/posters.

Chris Quigley Essentials Curriculum is used to inform Basic, Advancing and Deep Milestones (skills) that are measured against our Foundation Subject Assessment Grids. Whole school RE themed days and projects are being implemented to allow individual year groups the chance to gain an insight into a Religion that is not in their termly plans.

Extra Curricular Learning Religious Education

Whole school assemblies include coverage of a wide range of religions and entwine many religious festivals.

Children have the opportunities to join extra-curricular clubs within school which promote community and team work, developing skills such as tolerance and respect of others. Opportunities include sports clubs and gardening clubs, as well as cross school reading clubs.

Special Educational Needs

RE adheres to the whole-school Equal Opportunities policy. RE is planned to ensure that it meets the varied needs of all learners, regardless of their gender, background, culture, physical or cognitive development. Challenge is provided in a range of ways when implementing short term plans, including a variety of individual, paired or group work, higher-order questions from Blooms Taxonomy, use of SFA pedagogy and strategies, as well as both open-ended and structured tasks. Opportunities are provided to reflect and promote positive attitudes towards cultural diversity, and Medium Term plans ensure that relevant and appropriate SMSC links are evident and included.

Spiritual, Moral, Social and Cultural Development

- children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others;

- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

RE	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</p> <p>By asking and responding to questions of meaning and purpose</p> <p>By considering questions about God and evaluating truth claims</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p>	<p>By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad,</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence</p> <p>By asking questions about the social impact of religion</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By considering in particular different cultural expressions of Christianity; for example, using the Ngara crosses resource (St Edmundsbury and Ipswich Diocese),</p> <p>By learning about UK saints and those to which their school might be named after</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds</p>

SMSC

Assessment and Recording (Curriculum Impact)

Core subjects and Foundation subjects are assessed as per the school policy (see individual subjects). Monitoring takes place by the RE subject lead along with the RE Governor. This happens through a mixture of pupil perceptions, book look and gathering of photographic evidence. A vast majority of RE photographic evidence is stored on Seesaw and the RE subject leads electronic folder.

External Verification

We are very proud of our RE work and welcome visitors to come and see for themselves. We continue to create links within the local religious community, having already had regular visits from a local priest to aid in teaching and also conduct assemblies.