



Religious Education Policy

Written / reviewed by	G Wilson
Date written / reviewed	August 2020
Date of next review	August 2023
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>J Goodwin</i>

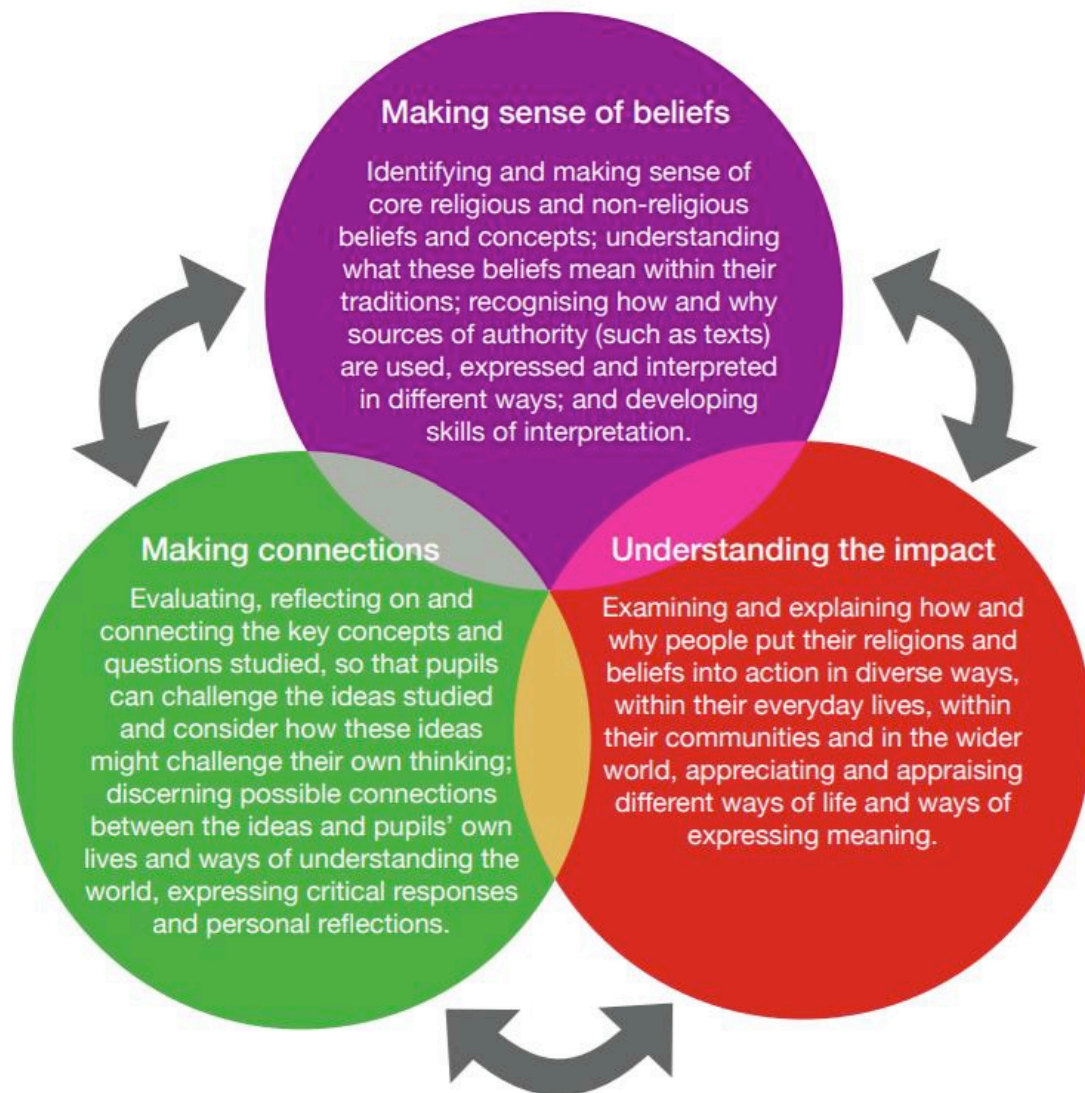
Intent:

At Friezland, we believe that it is vital for all our pupils to learn from and about religion so that they can understand the world around them. We believe that Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development.

Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area and religious visitors.

Within our teaching of RE, there are three aims as set out below:



Implementation:

Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject, however the Guidance released in 2010 views it as an important curriculum subject.

Friezland shares this view and has adopted the Oldham Agreed Syllabus as the chosen approach to content and context.

In order to deliver the aims and expected standards of the Oldham Agreed Syllabus, it is expected that EYFS and Key Stage 1 will allocate, on average, 50 minutes a week to RE and Key Stage 2 will allocate, on average, 1 hour a week. Staff may choose to plan RE to be delivered each week or delivered over RE days and/or weeks but there is a clear expectation that RE must form a valued and consistent part of the curriculum at Friezland.

Over their time at Friezland, we aim to give children a broad and balanced experience of the world's main religions as detailed below:

4-7 year olds Reception and Key Stage 1	7-11 year olds Key Stage 2
Christianity	Christianity
Islam	Hinduism
	Judaism
	Islam
And possibly additionally	
Hinduism	Another religion or worldview represented in the school
Another religion or worldview represented in the school	
Non-religious perspectives on belief and spirituality should be studied as appropriate in each key stage. Humanism is a visible example of a UK based non-religious worldview.	
The beliefs and religions of children represented in the class, school and local community, including non-religious worldviews, should form a part of individual classes learning.	

At Friezland, we aim to offer the following experiences and enrichment opportunities as a part of the Religious Education syllabus:

- Handling artefacts
- Exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participating in moments of quiet reflection
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

RE in EYFS: Programme of Study

The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the reception year at the age of five.

RE is statutory for all pupils registered on the school roll. In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the

child's interest and curiosity leads. RE forms a valuable part of the educational experience of children throughout this key stage.

Early Years Foundation Stage	
Nursery	Reception
RE is non-statutory but teachers are expected to incorporate RE material into children's activities with a focus on the main religious festivals throughout the year.	RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to the Agreed Syllabus for RE, in line with Early Learning Goals.

Children in EYFS 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. Children 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.

Key Questions in Reception	
F1: Which stories are special and why?	F2: Which people are special and why?
F3: Which places are special and why?	F4: Which times are special and why?
F5: Where do we belong?	F6: What is special about our world?

RE in KS1: Programme of Study

What do pupils gain from RE at this key stage?

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.

They will study Islam and Christianity (as a minimum). Teaching of RE in Key Stage 1 will be on a two-year cycle to ensure a full coverage, with Cycle A beginning in September 2020.

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians and Muslims. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

Key questions: 12 question-based units of work for Key Stage 1

Cycle A	Cycle B
1.1 Who is a Christian? What do Christians believe God is like?	1.7 What would Jesus do? What do stories of Jesus tell Christians about how to live?
1.2 Why does Christmas matter to Christians? [Incarnation]	1.8 What makes some places sacred? Mosques and Makkah in Islam
1.3 Beginning to learn Islam: What do Muslims believe and how do they live?	1.9 How should we care about others and the world? Islam
1.4 Islamic festivals and family life: what can we learn from stories of the Prophet?	1.10 Why does Easter matter to Christians? [Salvation]
1.5 What does it mean to belong to a faith community?	1.11 Who celebrates what? How and where? Celebrations that matter, Christian + Muslim
1.6 What can we learn from sacred books and stories?	1.12 Who is an inspiring person? What stories inspire Christians and Muslims?

RE in KS2: Programme of Study

What do pupils get out of RE at this key stage?

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.

Teaching of RE in Key Stage 2 will be on a two-year cycle to ensure a full coverage, with Cycle A beginning in September 2020.

They will study Christianity, Islam, Judaism and Hinduism (as a minimum) across the Key Stage.

Key Stage 2: Overview of 24 planned investigations

Lower KS2: Cycle A	Lower KS2: Cycle B
L2.1 What do Jewish people believe and how do they live?	L2.7 What does it mean to live in a Hindu community today?
L2.2 What do different people believe about worshipping God?	L2.8 Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration
L2.3 Why do people pray?	L2.9 What are the deeper meanings of the festivals?
L2.4 What kind of world did Jesus want? Why?	L2.10 Why do Christians call the day Jesus died 'Good Friday'?
L2.5 How do festivals and family life show what matters to Jewish people?	L2.11 What can we learn from religions about temptation, right and wrong?
L2.6 What does it mean to be a Christian in Britain today?	L2.12 What helps Hindu people as they try to be good? U

Upper KS2: Cycle A	Upper KS2: Cycle B
U2.1 Values: What matters most to Humanists?	U2.7 How does faith enable resilience?
U2.2 How do Christians celebrate Christmas around the world?	U2.8 Christmas in the Gospels: Why do Christians believe that Jesus is the Messiah? [Incarnation]
U2.3 What are the different ways to worship? What are the differences and similarities between religions?	U2.9 How and why do some people inspire others?
U2.4: Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?	U2.10 Is it better to express your religion in arts and architecture or in charity and generosity?
U2.5 Christian Aid, Islamic relief and non-religious charities – can charity change the world? Why does faith make a difference?	U2.11 What does religion look like in Oldham? What will make our community a more respectful place?
U2.6 What is a pilgrim? Does a pilgrimage have to be a place of worship?	U2.12 If God is everywhere, why go to a place of worship?

Impact:

Friezland will implement an assessment structure in line with the recommendations of the Oldham Agreed Syllabus.

This assessment process will focus upon the end of stage outcomes as set out in the agreed syllabus. This assessment process will be ongoing throughout the year, without set assessment periods, to allow staff to assess gains in knowledge and skills to allow them to inform future learning.

It will be up to individual teachers to decide the assessment process that best fits their children, working alongside the RE lead to ensure that this assessment process is accurate, useful and not over-burdensome. The focus of this assessment is to ensure that children are making progress in RE skills and knowledge and to inform future learning, it should not be overly onerous for staff to maintain in such a sense that it impacts it's worth.

RE achievement will be assessed and tracked within the school and shared with parents on their child’s annual school report.

Progression within RE

Picturing progression in pupils’ skills: summary pyramids of steps in RE learning These pyramids picture eight steps up in the skills which this syllabus uses and develops. They correspond precisely to the outcomes identified in the aims and outcomes of the syllabus, but do not reflect content with regard to any particular religion.



What are we aiming for pupils to achieve? Statutory end-of-phase outcomes

Each of the three elements of the teaching and learning approach is important, and pupils should make progress in all of them. Below are the end-of-phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end-of-phase outcomes. Teachers will recognise that this approach balances skills with core knowledge. The outcomes on this page are woven into every aspect of the planning, teaching, learning and assessment of this syllabus. They are the statutory key to the RE syllabus.

Teaching and learning approach	End of KS1, aged 7 Pupils can ...	End of lower KS2, aged 9 Pupils can ...	End of KS2, aged 11 Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation	Identify some core beliefs and concepts studied and give a simple description of what they mean	Identify and describe the core beliefs and concepts studied	Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
	Give examples of how stories show what people believe (e.g. The meaning behind a festival)	Make clear links between texts/sources of wisdom and authority and the core concepts studied	Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts
	Give clear, simple accounts of what stories and other texts mean to believers	Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers	Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority

Teaching and learning approach	End of KS1, aged 7 Pupils can ...	End of lower KS2, aged 9 Pupils can ...	End of KS2, aged 11 Pupils can ...
Element 2: Understanding the impact. Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.	Give examples of how people use stories, texts and teachings to guide their beliefs and actions	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the ways they live	Make clear connections between what people believe and how they live, individually and in communities
	Give examples of ways in which believers put their beliefs into practice	Identify some differences in how people put their beliefs into practice	Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. In different communities, denominations or cultures

Teaching and learning approach	End of KS1, aged 7 Pupils can ...	End of lower KS2, aged 9 Pupils can ...	End of KS2, aged 11 Pupils can ...
Element 3: Making connections Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.	Think, talk and ask questions about whether the ideas they have been studying have something to say to them	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. Believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently
	Give a good reason for the views they have and the connections they make	Give good reasons for the views they have and the connections and comparisons they make	Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

RE Curriculum Overview 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enhancements
Reception	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is so special about our world?	Visitor
KS1 Year A	Who is a Christian? What do Christians believe God is like?	Why does Christmas matter to Christians? [Incarnation]	Beginning to learn Islam: What do Muslims believe and how do they live?	Islamic festivals and family life: what can we learn from stories of the Prophet?	What does it mean to belong to a faith community? 1	What can we learn from sacred books and stories?	Visitor (Christianity Focus)
KS1 Year B	What would Jesus do? What do stories of Jesus tell Christians about how to live?	What makes some places sacred? Mosques and Makkah in Islam	How should we care about others and the world? Islam	Why does Easter matter to Christians? [Salvation]	Who celebrates what? How and where? Celebrations that matter, Christian + Muslim	Who is an inspiring person? What stories inspire Christians and Muslims?	Visit (Christianity Focus)
Lower KS2 Year A	What do Jewish people believe and how do they live?	What do different people believe about worshipping God?	Why do people pray?	What kind of world did Jesus want? Why?	How do festivals and family life show what matters to Jewish people?	What does it mean to be a Christian in Britain today?	Visitor (Judaism/ Hinduism Focus)
Lower KS2 Year B	What does it mean to live in a Hindu community today?	Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration	What are the deeper meanings of the festivals?	Why do Christians call the day Jesus died 'Good Friday'?	What can we learn from religions about temptation, right and wrong?	What helps Hindu people as they try to be good?	Visit (Judaism/ Hinduism Focus)
Upper KS2 Year A	Values: What matters most to Humanists?	How do Christians celebrate Christmas around the world?	What are the different ways to worship? What are the differences and similarities between religions?	Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?	Christian Aid, Islamic relief and non-religious charities – can charity change the world? Why does faith make a difference?	What is a pilgrim? Does a pilgrimage have to be a place of worship?	Visitor (Islam Focus)
Upper KS2 Year B	How does faith enable resilience?	Christmas in the Gospels: Why do Christians believe that Jesus is the Messiah? [Incarnation]	How and why do some people inspire others?	Is it better to express your religion in arts and architecture or in charity and generosity?	What does religion look like in Oldham? What will make our community a more respectful place?	If God is everywhere, why go to a place of worship?	Visit (Islam Focus)

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Assessment Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored in locked filing cabinets in each classroom / basement Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.