

# Religious Education Policy

## Introduction

Religious Education is a legal obligation for schools and is provided in accordance with the Cambridgeshire agreed syllabus. It is non-denominational. It reflects the predominately Christian culture in which we live and also fosters an awareness of other world views. It is not taught by means of doctrine, but by trying to help children appreciate the values of religion and describe the way in which a person encounters, interprets, understands and engages with the world.

Religious Education is presented as part of the thematic learning experience we offer to the children. We try to help children understand the nature of a religion and what it means to take a religion seriously, but it is not the job of the school to make children believe in any one religion. It is the right of parents to decide how far to share faith with their children.

Religious education plays an important part in the spiritual, moral, social and cultural development of the pupils in the school.

## The aims of Religious Education

The aims of religious education are to enable pupils to:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions and worldviews deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs to develop pupils' skills:

- to read fluently
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning.
- pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to **explore** religions and worldviews, **engage** with their knowledge, and **reflect** on their learning and their lives.

### Organisation of the Teaching of Religious Education and Assemblies

Religious Education teaching takes place as part of the thematic learning experience offered to the children and in assemblies

The broad themes chosen for each half term are as follows:

Autumn Term	Celebrations, Belonging and Stories and Symbols in Christianity
Spring Term	Celebrations and Self and Community
Summer Term	Place of worship, self and community and Stories and Symbols in Christianity

### Planning

Each unit of work is planned with a range of approaches to learning that match different types of enquiry, for example:

- 'Big Questions' are used as the focus of an enquiry
- use experiential and creative activities where pupils can develop their insight into the 'experience' of religion
- use reasoned argument and debate where pupils can explore controversial issues
- using investigative and interpretative skills where pupils need to gather, analyse and present information

- planning sequences enquiries to make sure pupils build effectively on prior learning and can see the relevance of their investigations
- the enquiry process allows pupils' to progress in RE and this progression is defined and assessed.

The benefits of enquiry approaches are:

- Pupils develop a deeper understanding, going beyond simply learning facts to handling ideas and questions;
- Pupils increase confidence as learners; discussion is no longer so teacher-led; and
- More sustained learning is achieved, not the fragmented pattern of work often seen in RE.

Learners follow through their enquiries building on their thinking across a number of sessions.

A copy of the current year plan can be found in Appendix 1.

### **Time Allocation**

We allocate a minimum of 36 hours per year for Key Stage 1 and 30 hours per year for EYFS to Religious Education as recommended by Cambridge County Council - The Agreed Syllabus for Religious Education 2023.

Key Stage 1 plan one day of RE activities per half term with a focus on Christianity and one other major religion (Islam - Year 1 and Sikhism - Year 2). Additional RE time is allocated through a programme of planned assemblies.

Each year a week is allocated to explore in depth the religion being studied. EYFS focus on Christianity, Year 1 focus on Islam and Year 2 focus on Sikhism.

Year 1 also visit St. Mary's Church, Eaton Socon as part of their local study and Year 2 study harvest as part of their 'countries' topic.

### **Continuity and Progression**

We ensure continuity and progression through team planning, monitoring and evaluation that build on previous knowledge and that allow for pupils own personal knowledge to be explored.

### **Teaching and Learning**

RE is taught by all class teachers and also by adults (including visitors) taking assemblies.

RE is taught to the whole school, key stages, classes and small groups.

Children learn through a variety of activities including listening, practical and recorded.

A wide range of sources of information including: the local environment, artefacts, pictures, photographs, DVDs, internet, books, buildings and people are used in the teaching of RE. Children have opportunities to use stories, poems, music, dance, drama, art and ICT as appropriate for exploring RE concepts and experiences.

### **Reception/Early Years**

Religious Education (RE) in Early Years should allow exploration of the world and respond to children's natural curiosity about things around them. Teaching RE to 3 - 5 year old pupils requires a multi-sensory approach, providing opportunities for pupils to learn and understand about themselves, others (personal and social development) and the world (knowledge and understanding of the world) and to develop pupils' abilities to express themselves (communication, language and literacy, creative development). Wherever possible, the RE curriculum should match coverage of the Prime Areas in the EYFS. Through knowledge, skills and understanding, pupils should develop positive attitudes towards other people and their right to hold different beliefs. Teaching should enable pupils to begin:

- a. to identify their own uniqueness and that of others;
- b. to appreciate the differences and similarities, they encounter in others;

The use of story is essential to begin to understand what faith and belief means.

### **Key Stage 1 (KS1)**

KS1 should progress directly from what has been taught in early years. Pupils begin to be introduced to the concepts of religion, belief and world views, it is suggested that this is done through studying the different religions separately, along with a mixture of thematic units that begin to allow pupils to make connection between different religions and world views. It is advised that the religions studied are done in chronological order (Judaism, Christianity, Islam, Hinduism with Sikhism followed by Buddhism), so pupils do not encounter misconceptions about events and people in the different religions and world views.

### **Attitudes in Religious Education**

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and world views. It plays an important part in preparing pupils for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. It is firmly rooted within educational practice. A crucial aspect of religious literacy is through school RE.

Whilst knowledge, skills and understanding are central to the teaching of Religious Education, it is also vital that it encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of RE:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder.

**Self-awareness** in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

**Respect** for all in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- being sensitive to the feelings and ideas of others.

**Open-mindedness** in religious education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

**Appreciation and wonder** in religious education includes pupils:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose.

## **Assembly**

All children take part in a daily act of collective worship that is of a broadly Christian character.

Assemblies can be organised as:

- A whole school
- Key stage
- Year group
- Class

The current pattern for assembly is:

- Whole school assemblies: at the end of term/for special occasions
- Reception and Key Stage 1 have 2 assemblies each week

Assemblies are planned to:

- Interest and involve the children
- Develop the children's understanding
- Value individuals
- Foster a sense of community
- Create a reflective and/or stimulating atmosphere
- Raise questions for further discussion.

Assemblies are a time to meet together, reflect and respond, experience awe and wonder, develop aspirations and celebrate achievement.

## **Equal Opportunities**

Work in RE is relevant, interesting and of educational value to all pupils whatever their religious or philosophical background.

Work on religions reflects the roles of men, women and children and shows how they contribute to their religious communities in similar or different ways.

## **Community Links**

The school welcomes visitors from local churches, religious groups and charities to work with the children during curriculum time and assemblies. The school participates in community events and visits local places of worship for curriculum work and festival celebrations.

Current visitors to the school include:

Tim Robb - St Mary's Church

## **RE and Inclusion**

RE can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils bring to religious education, whatever their religious or philosophical background, so that all of them feel their contributions are valued;
- meets all pupils' learning needs, including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds;
- encourages the challenging of derogatory stereotypes.

The statutory statement on inclusion shows how schools can modify as necessary the programmes of study of the curriculum to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- a. Setting suitable learning challenges
- b. Responding to pupils' diverse learning needs
- c. Overcoming potential barriers to learning

## **RE and Pupils with Special Educational Needs and Disability (SEND)**

RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with SEND are found in all contexts and all teachers are teachers of SEND. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. Pupils with special educational needs will not always meet the same expectations in RE as other pupils and therefore appropriate assessment materials will need to be used, (exemplars are indicated within the support materials). All programmes of study should take account of the targets and recommendations in the pupil's Individual Educational Plan (IEP). A multi-sensory approach can be helpful in planning RE for children with special needs. For the small number of pupils who may need the provision, material may be selected from those used in earlier or later key stages, to enable individual pupils to progress and demonstrate achievement. Such

material should be presented in contexts suitable to the pupil's abilities. In making decisions about adjusting the content of the key stage, teachers should consider the pupil's previous experience as well as the necessity to communicate to subsequent teachers a specific differentiated approach to entitlement.

### **Religious Education for Pupils who are more able**

Pupils who are more able in RE are likely to:

- show high levels of insight into, and discernment beyond, the obvious and ordinary;
- make sense of, and draw meaning from, religious symbols, metaphors, texts and practices
- be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed
- understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural context.

In more general terms, they may also:

- have highly developed skills of comprehension, analysis and research
- show quickness of understanding and depth of thought.

### **Religious Education and Pupils with Specific Religious Needs**

Teachers need to be aware of the specific religious needs and sensitivities of some pupils. For example Muslim pupils should not be asked to draw or paint pictures of key religious figures, nor to take the parts of key religious figures in drama or role play. ICT activities may be a problematic issue for pupils from Exclusive Brethren families. In most cases the provision of alternative activities to fulfill the same learning objective (e.g. write a poem to express a response to the title 'Jesus in today's world' instead of making a drawing, painting or collage) will mean pupils can take part in the RE work without any difficulty. Discussion with parents should allow schools to resolve any such issue sensitively.

### **Links with other aspects of the Curriculum and School life**

#### **Religious Education and collective worship**

Assemblies, including those incorporating the statutory act of collective worship, make a contribution to some of the aims of the agreed syllabus; religious education is not provided through the assembly programme alone.

## Religious Education and the use of language

Religious education can make an important contribution to pupils' use of language by enabling them to:

- acquire and develop a specialist vocabulary
- communicate their ideas with depth and precision
- listen to the views and ideas of others, including people from religious traditions
- recognise that RE offers an opportunity for discussion on the basis of experience
- be enthused about the power and beauty of language, recognising its limitations
- develop their speaking and listening skills when considering religions, beliefs and ideas and articulating their responses
- read, particularly from sacred texts, and understand that religious language often moves between the literal and the metaphorical and may be interpreted in different ways
- write in different styles, such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas,
- evaluate clearly and rationally, using a range of reasoned, balanced arguments.

## Religious Education and ICT

RE needs ICT, and it can use ICT at least as well as other school subjects, because

- ICT facilitates investigation, preparation, organization and presentation: RE will increase pupils' familiarity with ICT as an instrument and as a resource
- ICT offers a stimulating variety of visual images, and, especially through the worldwide web; it provides opportunity for communication with a diversity of faith communities, organisations, believers and experts (it also allows pupils to experience virtually religious buildings and ceremonies which they could never experience live).
- Properly used, ICT in RE will:
  - support the achievement of RE objectives
  - enrich or enhance the quality of teaching and learning
  - contribute to pupils' understanding of ICT
  - aid the planning and teaching of RE
- ICT is best avoided if
  - learning objectives can be achieved more effectively using other means, or
  - if the ICT interest overtakes the RE purpose.

## **Religious Education's contribution to Personal, Social and Health Education and Citizenship**

- In RE, PSHE and citizenship, social and moral issues will be considered which may be controversial. This should enable pupils to deal with difference and to develop considered and well-informed views.
- In all three areas pupils will be developing confidence and a sense of responsibility, by learning about what is fair and unfair, right and wrong, and being encouraged to share their opinions.
- It is important to recognise that although there are close links, each of these areas has its own objectives and specific learning outcomes. The subjects should not be substituted for one another.
- RE contributes to PSHE when pupils learn about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and feelings, considering issues of marriage and family life.
- RE contributes to citizenship when pupils develop their awareness of the diversity of national, regional, religious and ethnic identities in the United Kingdom and of the need for mutual respect and understanding.

## **Religious Education's contribution to other aspects of the curriculum**

A holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and secular world views and explores their responses to life's challenges. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

RE plays an important role in preparing pupils for their future, for employment and lifelong learning.

It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study.

Although RE contributes to other subjects it must not be defined by or confined to them.

## Religious Education's Contribution to Key Skills

RE provides opportunities for pupils to develop the key skills of:

- **communication** through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories, poetry, prayers, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insight about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments
- **application of number** through calendrical reckoning, collecting, recording, presenting and interpreting data involving graphs, charts and statistical analysis
- **information technology** through using CD-ROMs and the internet selectively, researching information about religions and beliefs, teaching and practices, using email to communicate and analyse information with people of differing beliefs and cultures, using spreadsheets and databases to handle and present data relevant to the study of religious education
- **working with others** through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity
- **improving own learning and performance** through setting targets as part of religious education development, reviewing their achievements and identifying ways to improve their own work
- **problem solving** through recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues (for example, considering their own and religious ideas on good and evil), ethical dilemmas and priorities in life.

## Assessment, Recording and Reporting

Assessment is carried out by class teachers. Teachers inform parents of achievement and progress in RE at consultation evenings and in the annual report. More information regarding assessment can be found in Appendix 2.

## Review and Monitoring

Standards attained the progress made by pupils and teachers planning, teaching and assessing are monitored during team meetings and by the RE Co-ordinator. RE is included as part of the annual staff audit.

## **Professional Development**

Professional development opportunities are provided for staff as appropriate. These may include informal discussions, team meetings, professional day input, courses and resource provision. All staff keep a record of their professional development.

## **Resources**

The school is well resourced for teaching RE. Resources are stored in units in the Nursery School store rooms. Books for assemblies are available from the corridor bookcase and the Head teacher's office. DVD and online resources are also used in both RE lessons and assemblies.

## **Right of Withdrawal**

Parents have the right to withdraw their children from any part of this curriculum area but we feel that it is delivered in such a way as to negate the necessity for such action. Any requests for withdrawal should be made in writing to the Head teacher.

## **Review**

This policy is reviewed annually.

**Approved:** November 2024

**Next Review Due:** November 2025

## RE Long Term Planning for KS1 2024 - 2025

Cambridgeshire Agreed Syllabus 2023	<u>Autumn</u>	<u>Spring</u>			<u>Summer</u>	
	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>←</span> <span style="color: #0070C0; font-weight: bold;">Stories and symbols Christianity</span> <span>→</span> </div> <p style="text-align: center; margin-top: 5px;">Bible Stories</p>					
<b>Year 1</b>	<p style="text-align: center;"><b>Celebrations and Belonging</b></p> <p style="text-align: center;">Harvest Assembly - 25<sup>th</sup> October</p> <p>Enquiry question – What happens during harvest time?</p> <div style="text-align: center;"></div> <p style="text-align: center;"><b>RE Week</b> Monday 21<sup>st</sup> October</p> <p style="text-align: center;"><b>Islam</b></p> <div style="text-align: center;"></div>	<p style="text-align: center;"><b>Celebrations</b></p> <p style="text-align: center;">Christmas</p> <p>Enquiry question – What is Christmas and Advent?</p> <p>Why are presents given at Christmas time? Introduce advent and the meaning.</p> <div style="text-align: center;"></div>	<p style="text-align: center;"><b>Celebrations</b></p> <p style="text-align: center;">Islam</p> <p style="text-align: center;">Why is Eid an important festival?</p> <div style="text-align: center;"></div>	<p style="text-align: center;"><b>Celebrations</b></p> <p style="text-align: center;">Easter</p> <p>Enquiry question – Why is Easter important to Christians?</p> <p style="text-align: center;">Wednesday 2<sup>nd</sup> April</p> <div style="text-align: center;"></div>	<p style="text-align: center;"><b>Places in Christianity</b></p> <p>Enquiry question – What makes a church a special place for Christian People? (Covered in Heroes topic) Places of Worship</p> <div style="text-align: center;"></div> <p style="text-align: center;"><b>Moral Stories</b> Islam</p> <p style="text-align: center;">Thursday 22<sup>nd</sup> May</p> <div style="text-align: center;"></div>	<p style="text-align: center;"><b>Self and Community</b></p> <p style="text-align: center;"><b>Christianity</b></p> <p style="text-align: center;">Thursday 3<sup>rd</sup> July</p> <p>Enquiry question – What difference does belonging to a faith make to a person?</p> <div style="text-align: center;"></div>

<b>Year 2</b>	<p style="text-align: center;"><b>Celebrations and Belonging Christianity</b></p> <p style="text-align: center;">Enquiry question – What happens during harvest time?</p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>RE Week</b> Monday 21<sup>st</sup> October</p> <p style="text-align: center;"><b>Sikhism</b></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Celebrations Christmas</b></p> <p style="text-align: center;">Enquiry question – What is Christmas and Advent?</p> <p style="text-align: center;">Why are presents given at Christmas time? Introduce advent and the meaning.</p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Self and Community</b></p> <p style="text-align: center;">Why do Sikhs think we should be good to each other?</p> <p style="text-align: center;"></p> <p style="text-align: center;">The Milk and the Jasmine Flower Concept of Seva</p>	<p style="text-align: center;"><b>Celebrations Easter</b></p> <p style="text-align: center;">Enquiry question – Why is Easter important to Christians</p> <p style="text-align: center;"><b>Wednesday 2<sup>nd</sup> April</b></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Stories and Symbols Thursday 22<sup>nd</sup> May</b></p> <p style="text-align: center;"><b>Sikhism</b></p> <p style="text-align: center;">Enquiry question – What happens in a Sikh Wedding?</p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Self and Community Christianity</b></p> <p style="text-align: center;"><b>Thursday 3<sup>rd</sup> July</b></p> <p style="text-align: center;">Who is in our Community?</p> <p style="text-align: center;"></p>
<b>Breadth of Study</b>	How and why celebrations are important in religion? Figures who have an influence on others locally, nationally and globally in religion. What people believe about God, humanity and the natural world.	How and why celebrations are important in religion?	Where and how people belong and why belonging is important.	How and why celebrations are important in religion?  How and why symbols express religious meaning. How and why some stories are sacred and important in religion	Who am I and my uniqueness as a person in a family and community. What people believe about God, humanity and the natural world.	
<b>To include:</b>	Starting a new year Facing new challenges Rules Behaviour	Gifts Charities		<b>Looking after our world</b> Animals Plants	People who help us, importance, being part of a family, belonging and special places Friendship Staying safe	
<b>Focus religion And Key Dates</b>	Christianity Islam	Christianity	Islam Sikhism	Christianity	Christianity Islam	Christianity

	Sikhism				Sikhism	
<b>Christian Festivals</b>  <b>KS1</b>	Harvest festival 25 <sup>th</sup> October	Christingle Service Christmas Week Remembrance Sunday – November 10 <sup>th</sup>		Shrove Tuesday 4 <sup>th</sup> March 2025 Mother's Day 11 <sup>th</sup> March Easter Sunday 20 <sup>th</sup> April		Father's Day 15 <sup>th</sup> June
<b>Islam Festivals</b>  <b>Year 1</b>	Diwali Diwali 1 <sup>st</sup> November		Shab e-Barat 14 <sup>th</sup> February Ramadan 28 <sup>th</sup> February	Eid-ul-fitr 30 <sup>th</sup> March		
<b>Sikh Festivals</b>  <b>Year 2</b>	Diwali 1 <sup>st</sup> November			Hola Mohalla is three day festival 14 <sup>th</sup> - 16 <sup>th</sup> March  Vaisakhi The Sikh New Year Festival 14 <sup>th</sup> April		
<b>RE Long Term Planning for KS1 2024 - 2025</b>						
<b>Cambridgeshire Agreed Syllabus 2023</b>	<b><u>Autumn</u></b>		<b><u>Spring</u></b>		<b><u>Summer</u></b>	
	 <p style="text-align: center;"><b>Stories and symbols Christianity</b> Bible Stories</p>					

<p><b>Year 1</b></p>	<p><b>Celebrations and Belonging</b>          Harvest Assembly - 25<sup>th</sup> October          Enquiry question – What happens during harvest time?    <b>RE Week</b>          Monday 21<sup>st</sup> October  <b>Islam</b>  </p>	<p><b>Celebrations</b>  <b>Christmas</b>          Enquiry question – What is Christmas and Advent?          Why are presents given at Christmas time?          Introduce advent and the meaning.  </p>	<p><b>Celebrations</b>  <b>Islam</b>  <b>Why is Eid an important festival?</b>  </p>	<p><b>Celebrations</b>  <b>Easter</b>          Enquiry question – Why is Easter important to Christians?  <b>Wednesday 2<sup>nd</sup> April</b>  </p>	<p><b>Places in Christianity</b>          Enquiry question – What makes a church a special place for Christian People? (Covered in Heroes topic)          Places of Worship    <b>Moral Stories</b>          Islam  <b>Thursday 22<sup>nd</sup> May</b>  </p>	<p><b>Self and Community</b>  <b>Christianity</b>  <b>Thursday 3<sup>rd</sup> July</b>          Enquiry question – What difference does belonging to a faith make to a person?  </p>
<p><b>Year 2</b></p>	<p><b>Celebrations and Belonging</b>  <b>Christianity</b>          Enquiry question – What happens during harvest time?    <b>RE Week</b>          Monday 21<sup>st</sup> October  <b>Sikhism</b></p>	<p><b>Celebrations</b>  <b>Christmas</b>          Enquiry question – What is Christmas and Advent?          Why are presents given at Christmas time?          Introduce advent and the meaning.  </p>	<p><b>Self and Community</b>  <b>Why do Sikhs think we should be good to each other?</b>            The Milk and the Jasmine Flower          Concept of Seva</p>	<p><b>Celebrations</b>  <b>Easter</b>          Enquiry question – Why is Easter important to Christians  <b>Wednesday 2<sup>nd</sup> April</b>  </p>	<p><b>Stories and Symbols</b>  <b>Thursday 22<sup>nd</sup> May</b>  <b>Sikhism</b>          Enquiry question – What happens in a Sikh Wedding?  </p>	<p><b>Self and Community</b>  <b>Christianity</b>  <b>Thursday 3<sup>rd</sup> July</b>          Who is in our Community?  </p>

						
<b>Breadth of Study</b>	How and why celebrations are important in religion? Figures who have an influence on others locally, nationally and globally in religion. What people believe about God, humanity and the natural world.	How and why celebrations are important in religion?	Where and how people belong and why belonging is important.	How and why celebrations are important in religion?  How and why symbols express religious meaning. How and why some stories are sacred and important in religion	Who am I and my uniqueness as a person in a family and community. What people believe about God, humanity and the natural world.	
<b>To include:</b>	Starting a new year Facing new challenges Rules Behaviour	Gifts Charities		<b>Looking after our world</b> Animals Plants	People who help us, importance, being part of a family, belonging and special places Friendship Staying safe	
<b>Focus religion And Key Dates</b>	Christianity Islam Sikhism	Christianity	Islam Sikhism	Christianity	Christianity Islam Sikhism	Christianity
<b>Christian Festivals</b>  <b>KS1</b>	Harvest festival 25 <sup>th</sup> October	Christingle Service Christmas Week Remembrance Sunday – November 10 <sup>th</sup>		Shrove Tuesday 4 <sup>th</sup> March 2025 Mother's Day 11 <sup>th</sup> March Easter Sunday 20 <sup>th</sup> April		Father's Day 15 <sup>th</sup> June

<p><b>Islam Festivals</b></p> <p><b>Year 1</b></p>	<p>Diwali Diwali 1<sup>st</sup> November</p>		<p>Shab e-Barat 14<sup>th</sup> February Ramadan 28<sup>th</sup> February</p>	<p>Eid-ul-fitr 30<sup>th</sup> March</p>		
<p><b>Sikh Festivals</b></p> <p><b>Year 2</b></p>	<p>Diwali 1<sup>st</sup> November</p>			<p>Hola Mohalla is three day festival 14<sup>th</sup>- 16<sup>th</sup> March</p> <p>Vaisakhi The Sikh New Year Festival 14<sup>th</sup> April</p>		

## **Appendix 2:**

### **Assessment in Religious Education**

In religious education, just as in other subjects of the curriculum, it is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring knowledge and skills, it is a key part of religious education that pupils' positive attitudes to study should be encouraged and praised. The core of this agreed syllabus is for all pupils to be able to explore religions, engage with their knowledge, and reflect on their learning and their lives. So, it is important for both teachers and pupils to recognise that:

- Assessment is most effective when it leaves pupils clear about their attainment, their progress and their strengths and weaknesses. The giving of personalised, oral and written feedback is an important part of this;
- The most effective RE teachers use the evidence from assessment to focus teaching more closely on the individual needs of pupils and the development of the enquiry;
- Pupils' chances of achieving well in RE are improved when teachers set clear, focused objectives for lessons and learning outcomes for tasks;
- Good quality RE comes from lessons that are stimulating and enjoyable for both the pupils and teacher;
- Not every piece of work needs to be assessed;
- Pieces of work suitable for assessment come in many different forms; and
- Formative assessment can be just as valuable as summative.

#### **What is the purpose of assessment in Religious Education?**

- To improve planning and delivery by teachers and effective reception by pupils.
- To help the diagnosis of problems by teachers.
- To share objectives with the pupils as appropriate, so that they understand what is being asked of them.
- To ensure that tasks are matched to aims and objectives of the agreed syllabus for RE and are designed to help pupils make progress toward these.

#### **What can be assessed in Religious Education?**

- Knowledge: for example, factual knowledge about Christian worship or Muslim observance of Ramadan.

- Understanding: for example, of concepts such as praise, forgiveness, symbol, deity.
- Skills: for example, ability to synthesise information about different faiths or aspects of faith.

### Attainment Targets

There are two attainment targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

**AT1 - Learning about religion and belief** Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

**AT2 - Learning from religion and belief** Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

#### End of Year 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Begin to name the different beliefs and practices of Christianity and at least one other religion.	Begin to talk about and find meanings behind different beliefs and practices.
To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.	Begin to suggest meanings of some religious and moral stories.
Show how different people celebrate aspects of religion.	Either ask or respond to questions about what individuals and faith communities do.
Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.	Express their own ideas creatively.

#### End of Key Stage 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

### **What cannot be assessed in Religious Education?**

- How 'religious' a pupil is.
- Levels of spiritual or moral development. A school should evaluate its own provision, but it would be both difficult and improper to assess pupils' attainment in these areas in any systematic or comparative way in RE.
- There is a debate as to how far pupils' attitudes can be assessed, but teachers may wish to comment on positive examples.

### **Does all work need to be formally assessed?**

- No. Teachers need some idea, however, of the extent to which their aims have been achieved.
- Some RE lessons will involve a teacher telling a story, or presenting a video, followed by a chance for pupils to respond and discuss. This will give pupils opportunities for developing skills of observation, reflection and questioning, but there may not always be enough time for the teacher to make a note of individuals' contributions to the discussion, though some informal assessment may be carried out.
- Some work will be experiential, and not necessarily appropriate for assessment e.g. making e-mail contact with a class at a Jewish school. Some work will be useful but consolidatory rather than challenging e.g. filling in a worksheet to consolidate knowledge gained through watching a video.
- All such work should, however, be balanced by tasks in which progress towards the requirements of the agreed syllabus can be assessed for each pupil.

### **How can teachers assess practical work?**

- Teachers need to identify clearly the specific RE objectives rather than those related to progress in other subjects e.g. literacy, technology, music or art. Pupils should be made aware of the RE objectives so that they take these into account and do not focus mainly on the practical aspect of a given task.
- If pupils have worked together in a group, for example, making a model of a church, the focus for assessment needs to be on what they can say or write about it in a way which demonstrates their knowledge e.g. how well they can identify and explain the uses of the different features. The quality of the model is not part of the assessment as far as RE is concerned. Pupils need opportunities to explain what they have done or made and it is this explanation which will show their levels of learning.
- Teachers may need to develop their own skills in eliciting information from pupils about such practical work, particularly when pupils are at the early stages of literacy or are speakers of English as a second language.

### How much formal assessment is needed?

- Frequency will vary according to the content or focus of particular units of work, the age and stage of the pupils concerned, and the amount of informal assessment being made (e.g. verbal feedback such as praise and encouragement).
- The procedures for assessing RE is in line with the school's overall policy on assessment, recording and reporting. Information about each pupil's achievements in RE is included in their annual reports.
- Pupils' self-assessment can also play an important part in informing teachers about progress made.