



**EVERY CHILD MATTERS ACADEMY TRUST  
WELLGATE PRIMARY SCHOOL  
Religious Education Policy**

*The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust*

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Wellgate Primary School.

## **1 Legal Requirements**

The 1988 Education Reform Act states that every maintained school must provide a curriculum that:

- Is balanced and broadly based.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

Each school has a statutory responsibility to teach Religious Education as a subject in its own right. Religious education, along with English, Mathematics, Science and Computer Science, forms the Basic Curriculum for all schools. All maintained schools must teach Religious Education according to the locally agreed syllabus (The Barnsley Local Agreed Syllabus 2015)

The content of Religious Education must then ensure breadth and balance across each key stage and throughout the key stages. At Wellgate Primary School we ensure progression through specific coverage of objectives in each year group.

## **2 Aims**

At Wellgate we believe that the teaching and learning of Religious Education enables children to reflect upon themselves. Its purpose is to help the children understand the significance of religion and the contribution to their spiritual, moral, social and cultural development. It is important that we provide an environment within our school community that allows pupils to learn from and about religion.

Through Religious education at Wellgate Primary School we will help the pupils to:

- Acquire and develop knowledge and understanding of the principle religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain.
- Enhance their spiritual, moral, cultural and social development by:
  - Developing awareness of the fundamental questions of life raised by human experiences and how religious teachings can relate to them.
  - Responding to such questions with reference to the teachings and practices of religion and to their own understanding and experience.
  - Reflecting on their own beliefs, values and experiences in the light of their study.
  - Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.



### 3 SMSC

Through the teaching of Religious Education, provision for the development of the children’s spiritual, moral, social and cultural well-being is provided, to prepare the children for life in modern Britain by understanding personal responsibilities. While learning about different religions and the values in which they uphold, the school ensures the children are aware of the British Values that underpin their role as an effective citizen in society, by recognising the differences between religious views and the understanding that tolerance of these is crucial to life. For more information regarding the teaching of SMSC at Wellgate, please refer to the SMSC policy.

### 4 Curriculum and Planning

All teaching staff plan for Religious Education following the objectives set out in the Barnsley Locally Agreed Syllabus which enables children to learn about religions and from religion. Teachers complete a long term plan showing the religions that will be covered in each term for their year group. Short term planning is then completed showing the objectives, activities and outcomes for each lesson with consideration to the Key Question assigned to their year group.

### 5 Key Questions from the Barnsley Locally Agreed Syllabus

<b>Question 1</b>	Why are these words special?
<b>Question 2</b>	Why are some places special?
<b>Question 3</b>	How can faiths contribute to community cohesion?
<b>Question 4</b>	Why are some times special?
<b>Question 5</b>	What can be learned from the lives of significant people of faith?
<b>Question 6</b>	How do I and others feel about life and the universe around us?

### 6 Coverage at Wellgate Primary School

All year groups cover Christianity plus one (Year 1) or two (Year 2-6) key religions.

Religion	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Christianity</b>	Q1, Q2, Q4	Q3, Q5, Q6	Q1, Q2, Q4	Q3, Q5, Q6	Q1, Q2, Q4	Q3, Q5, Q6
<b>Judaism</b>	Q1, Q2, Q4	Q3, Q5, Q6				
<b>Hinduism</b>			All questions		All questions	
<b>Sikhism</b>			All questions		All questions	
<b>Buddhism</b>				All question		All questions
<b>Islam</b>		Q1, Q2, Q4		All questions		All questions



## 7 Foundation Stage

Over the year, the Foundation Stage curriculum considers three main key themes suggested in the locally agreed syllabus. Learning across the Foundation Stage takes place through the celebration of key religious events.

<b>Theme 1</b>	<b>My world - Me, my family, other people.</b>
<b>Theme 2</b>	<b>Special Times</b>
<b>Theme 3</b>	<b>Special Places.</b>

We endeavor to provide to encourage the emotional and spiritual development of young children creating a basis for the development of Religious Education such as:

- Expressing feeling of joy, sadness, wonder, awe, mystery, beauty.
- Understanding what it means to feel secure.
- Exploring and caring for the natural world and their environment.
- Understanding themselves as unique beings.
- Understanding of relationships with others.
- Asking questions and experiencing the excitement of discovery.
- Experiencing and appreciating special events in their own lives and the lives of their friends.
- Listening and responding to stories.
- Experiencing the aesthetic through the arts, including music, drama and role play.

## 8 Cross Curricular Links

### English

At Wellgate, Religious Education lessons contribute significantly to the teaching of English skills by promoting the use of reading, writing, speaking and listening. The children will record their work in a variety of written formats and speaking and listening skills will be enhanced through discussions and questioning within lessons.

### Foundation Subjects (Art, History, Geography)

Lessons planned following the progression map for the teaching of R.E will allow children to access the R.E curriculum while enhancing their historical, geographical and art skills. Across both key stages, the children will learn about religions and the country in which they are predominant as well as key historical figures in each religion. In Key Stage 2, the children will begin to look at art through religions.

### Personal, Social, Health Education

During R.E lessons, the children will be learning about many different morals, values and beliefs that contribute to the children understanding about personal behaviour choices. Through learning about different religions and the different values, the children are learning to understand and tolerate differences in society. Children will learn to respect each other's values and beliefs and that they too can individually hold their own.

### Use of ICT

ICT may be used to research and understand religions through the use of the internet, iPads and cameras. ICT can also be used in various ways to present completed work.



## 9 Teaching and Learning

Through the teaching of R.E we aim to provide children with a broad range of opportunities to develop their skills based around commitment, fairness, respect, self-understanding, enquiry and expression.

By the **end of Key Stage 1**, pupils will have had opportunities to:

- Learn about Christianity and one other principal religion in depth.
- Encounter some special events, places, people and objects connected with the religions studied.
- Listen and talk about some stories from religious traditions and begin to identify similarities and differences
- Reflect on, and talk about puzzling questions, which arise from their study of religions, own experiences and encounters with the natural world.
- Think about themselves, their feelings and their relationships with others, and begin to develop positive attitudes to diversity and differences, giving careful consideration to the views of others.
- Develop the power to recognise and talk about feelings such as love, wonder, forgiveness and sorrow.

By the **end of Key Stage 2**, pupils will increasingly have had opportunities to:

- Learn about and develop their knowledge of Christianity and two other religions in depth.
- Encounter key events, places, peoples and objects connected with the religions studied and discuss their purposes and functions.
- Consider the meaning of symbols, stories and festivals for members of faith communities.
- Explore questions of meaning and mystery, and use times of stillness to work out their own response to these.
- Evaluate different points of view and show sensitivity to those whose beliefs differ from their own.
- Relate the work in Religious Education to other areas of the curriculum, and their developing knowledge of the world around them.

## 10 Learning Experiences

Learning in Religious Education can be through a variety of styles and experiences including:

- Handling artefacts
- Through personal experiences
- Tasting
- Looking at and dressing up in clothes/accessories
- Visiting places of worship
- Role play
- Listening to and responding to music
- Looking at and evaluating art work
- Meeting members of a different faith in school



## 11 Resources

Resources can be found in the infant department situated outside of the kitchen. All resources have been categorised and labelled under the religion that they belong to. A range of books can also be found in the religious section in the school library.

## 12 Special Educational Needs

Pupils with Special Educational Needs will be considered by class teachers when planning lessons. Differentiation will take place according to the needs of the children in the class. Any additional support will be provided following the guidance in the schools Special Educational Needs policy.

## 13 Assessment and Recording

We report on pupil's progress and attainment in R.E. to parents, as required by law. The LAS provides levels of attainment which the schools use as a basis for reporting at the end of each year group.

## 14 Collective Worship

It is our policy that this school should use the diversity of cultures and beliefs within it, to demonstrate that we value those equally. There will therefore be many opportunities for pupils and staff to:

- Celebrate festivals important to them
- Recognise key figures important to them
- Express the social and cultural identity important to them.

Through collective worship we aim to:

- Enable pupils to develop a spiritual and social dimension to their lives and personal relationships.
- To give due recognition to the active worship of pupils and to draw upon these as appropriate
- To provide time and opportunity for reflection
- To help pupils develop an awareness of, and a concern for, the needs of others as well as their own personal needs, at local, national and global level
- To provide a moral framework which enables them to recognise the choice between right and wrong and good and evil.
- To give pupils the experience of being active and important members of a caring community.
- To promote anti-sexism and anti-racism by encouraging the full involvement of all groups within the school community.
- To provide opportunities for pupils to experience an awareness of achievement, celebration and joy.
- To provide children with a sense of awe and wonder with regards to the world in which we live and the community around them.



Assemblies in school take a religious focus at appropriate times of the year such as a celebration or significant date. The themes for other assemblies encourage the children to reflect upon themselves as learners and responsible citizens of society meaning a whole school reflection can take place.

## 15 Role of the Subject Leader

- Take lead in the policy development for the whole school.
- Create a scheme of work per year group to ensure that a broad R.E. curriculum is developed where progression takes place.
- Support colleagues with their detailed work plans and implementation of the scheme being used.
- Support colleagues with the assessment process of R.E.
- Monitor progress in R.E. across the school and within key stages.
- Make any changes following actions that have risen from monitoring the subject across the school.
- Be responsible for the organisation of central resources that are needed to teach R.E.
- Inform staff of any changes that have been made to the Locally Agreed Syllabus and the impact that it will have on the school.
- Keep up to date with any developments in R.E. and pass the necessary information to staff.
- To attend in-service courses and keep colleagues informed.

## 16 Right to Withdraw

We believe that everyone has an entitlement to participate or withdraw from Religious Education regardless of race, gender, special needs or disability. If any parent/carer wishes for their child to be withdrawn from the teaching of R.E. and/or assemblies, they must arrange to meet with the head teacher to discuss this further. Information about the content of the syllabus being taught can be accessed by meeting with the subject leader.

Teachers have the right to withdraw from the teaching of R.E. A meeting with the head teacher will need to be arranged to discuss this.