

# Riverside Primary School

## Religious Education

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### Our school values are: STAR

- **Strive:** For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.
- **Tolerance:** To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.
- **Achieve:** For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of possibilities available for their future
- **Resilience:** For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve.

### Riverside Curriculum Drivers

Alongside teaching the requirements of the national curriculum, key drivers have been identified. We have prioritised the key knowledge, skills and aspirations we want our children to experience and develop during their time with us. We use these 'drivers' to underpin the learning and experiences we undertake in all areas of school life and to ensure our curriculum offer is enriched: these key drivers are personal to our school and reflect the social and educational needs of our local area.

The following key drivers underpin our learning and are developed through the school:

- Knowledge of the World
- Communication
- Global Citizens
- Health and Wellbeing
- Ambition

For more information about our curriculum drivers, please see our **Riverside Curriculum Drivers** document, which can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/riverside-primary-school-essex/UploadedDocument/c1dac945-77f0-4056-a78a-7934a924ca14/riverside-primary-school-curriculum-drivers.pdf>

### Intent.

At our School we believe that R.E. both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is

reflected in the R.E. curriculum. We also believe in the importance of developing good relationships throughout all aspects of school life. We believe it is important not only to learn about religion, but also to learn from religion. R.E. is exciting and absolutely relevant to the lives of all our children.

**At Riverside Primary School we aim to provide an education in RE that:**

- Develops the children's knowledge, understanding of, and ability to respond to Christianity and the other principal religions represented in Great Britain.
- Explores issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of those individuals, societies, communities and cultures.
- Considers the questions of the meaning and purpose in life.
- Enables children to learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- Develops the children's sense of identity and belonging, preparing them for adult life as citizens in a plural society.
- Helps them develop enquire and response skills through the use of distinctive language, listening and empathy.
- Enables them to reflect on, analyze and evaluate their beliefs, values and practices and communicate their responses.
- Ensures they have respect for other peoples' views and are able to celebrate the diversity in society.

## Implementation

### Coverage and skills progression

At Riverside Primary School our RE curriculum reflects the fact that the religious traditions of Great Britain are- in the main- Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. (1996 Ch56 Section 375(3) Education Act 1996).

Therefore, Christianity is taught in every Key Stage. Other principal religions are defined as: Buddhism, Hinduism, Islam, Judaism and Sikhism. In addition to the children's beliefs, viewpoints and ideas should be taken into account with understanding and tolerance.

Our school follows the Saffron Academy Trust Scheme of work. This is an enquiry led, multi faith syllabus viewed, considered and explored through three distinct lenses:

[RE Progression map](#)

## Theology

There are four knowledge strands for theology:

- A. Where beliefs come from
- B. How beliefs change over time
- C. How beliefs relate to each other
- D. How beliefs shape the way believers see the world.

## Philosophy

There are three knowledge strands for philosophy:

- A. The nature of knowledge, meaning and existence
- B. How and whether things make sense
- C. Issues of right and wrong, good and bad

## Human & Social Science

There are three knowledge strands for Human & Social Science:

- A. The diverse nature of religion
- B. Diverse ways in which people practice and express beliefs
- C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

. This scheme of work follows the objectives of the National Curriculum. We plan our lessons from the Saffron scheme of work and link the skills and content required to be covered with the themes for each year group. The R.E skills progression, which we use across the school, structures the progression of learning as children move through each phase. Therefore, we ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit of work so that there is an increasing challenge for each child as they move through the school.

[Planning and progression](#)

## EYFS

Within the Early Years Foundation Stage, RE is included as part of Knowledge and Understanding of the World from the document Development Matters. The Early learning goal is People, Culture and Communities. The children learn about a range of religions, faiths and beliefs.

This is set out in the early year's curriculum as children needing to:

- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Learning and teaching in RE at the EYFS Learning in RE at the EYFS is about knowing who you are, where you belong and the things that are important in your life. It is also about recognising what things are important to others and developing respect for others, their culture and their religion.

## Characteristics of effective learning:

### Children learning to respect themselves and others:

- Children will learn from opportunities to form positive relationships in a setting that supports mutual respect and understanding, and that celebrates and acknowledges differences.
- Children learn from adults as guides and role models in the setting, and so develop anti discriminatory attitudes.

### Respecting children's culture so that they develop a positive self-image:

- Each child has a culture defined by their community and more uniquely by their family.
- Gaining a knowledge and understanding of their own culture and community helps children to develop a sense of belonging and a strong self-image.
- Role-play provides an effective environment where children can explore their own culture and appreciate the similarities and differences in the cultures of others.
- A positive self-image and high self-esteem give children the confidence and security to make the most of opportunities, communicate effectively and explore the world around them.



### Providing opportunities that start from children's own experience of life and religion:

- Practitioners should find out about the child's cultural heritage and home background, whether it be religious or non-religious, so that familiar experiences and interests can be used as starting points for learning in RE.
- The identity of many children will be complex, determined by a number of national, ethnic, cultural and religious and secular influences.

Although it is expected that in the EYFS RE will be delivered within a cross-curricular context, an indicative allocation of 30 minutes per week is appropriate in this phase.

Following the Saffron Trust Scheme the children follow the following enquiry questions as part of the Theology Lense.

*Why is the word God so important to Christians?*

**Christian**

*Why do Christians perform Nativity plays at Christmas?*

**Christian**

*Why do Christians put a cross in an Easter Garden?*

**Christian**

## Key Stage One

At every key stage, it is important to make learning about religions accessible and meaningful by linking it with children's own experience. Connecting the learning in this way is particularly important at Key Stage 1, where much of what children encounter in RE will be entirely new to them.

Throughout Key Stage 1, learning focuses mainly on Christianity and aspects of other principal religions are also covered. The intention is to enable children to become aware that people in this country and across the world adhere to many different religions, each with their own beliefs, practices, special stories, places of worship, holy men and women, and festivals. This does not mean that children at Key Stage 1 should be given a comprehensive overview of the major world religions; rather that they should be provided with opportunities to engage with selected features of a variety of religions.

During Key Stage 1, children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artifacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families.

Children ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

In KS1, the following enquiry questions are investigated through the Saffron Scheme:

Learning through a Lens		
Theology – 14 Units	Philosophy – 9 Units	Human & Social Science – 10 Units

### Year 1

<i>What do my senses tell me about the world of religion and belief?</i>	<i>How does a celebration bring a community together?</i>	<i>What do Jewish people remember on Shabbat?</i>	<i>What does the cross mean to Christians?</i>	<i>How did the universe come to be?</i>
Christian, Hindu, Jewish	Muslim, Christian	Jewish	Christian	Christian, Hindu

### Year 2

<i>Why is light an important symbol for Christians, Jews and Hindus?</i>	<i>What does the nativity story teach Christians about Jesus?</i>	<i>How do Christians belong to their faith family?</i>	<i>How do Jewish people celebrate Passover?</i>	<i>Why do people have different views about the idea of God?</i>
Christian, Jewish, Hindu	Christian	Christian	Jewish	Multi / Humanist

## Key Stage Two

At Key Stage 2, pupils learn about Christianity, other principal religions and Humanism, recognising the impact of religion and belief on individuals and society locally, nationally and globally. They also develop awareness of the fact that many people's beliefs change in the light of their life experiences. This is done in a spirit of respect and open-mindedness, so that barriers, misunderstandings and prejudices are broken down while critical awareness is retained.

Pupils make connections between different aspects of religion and consider various forms of religious expression, including the use of symbols. They consider some of the beliefs, teachings, practices and ways of life that are central to religion. In doing this, pupils go beyond the informative, engaging feelings and imagination so as to display a degree of empathy with different believers. They learn about sacred texts and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and belief systems. They extend the range and use of specialist vocabulary.

They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They engage at a personal level with important life questions. They consider their own beliefs and values and those of others in the light of their learning in RE.

In LKS2, the following enquiry questions are investigated through the Saffron Scheme:

Learning through a Lens		
Theology – 14 Units	Philosophy – 9 Units	Human & Social Science – 10 Units

### Year 3

<i>How do people express commitment to a religion?</i>	<i>What is the Trinity?</i>	<i>What is philosophy? How do people make moral decisions?</i>	<i>What do Muslims believe about God?</i>	<i>What difference does being a Muslim make to daily life?</i>
Jewish, Sikh, Christian	Christian	Christian, Humanist	Muslim	Muslim

### Year 4

<i>Where do religious beliefs come from?</i>	<i>What do we mean by truth? Is seeing believing?</i>	<i>How do/have religious groups contribute to society and culture?</i>	<i>Why is there so much diversity of belief within Christianity?</i>	<i>What does sacrifice mean?</i>
Christian	Multi, Sikh	Hindu, Christian	Christian	Multi, Humanist

In UKS2, the following enquiry questions are investigated through the Saffron Scheme:

Learning through a Lens		
Theology – 14 Units	Philosophy – 9 Units	Human & Social Science – 10 Units

## Year 5

<i>Is believing in God reasonable?</i>	<i>How has belief impacted on music and art through history?</i>	<i>Why should we be good?</i>	<i>What difference does the resurrection make to Christians?</i>	<i>How do Hindus make sense of the world?</i>
<b>Multi, Humanist</b>	<b>Christian, Muslim</b>	<b>Multi</b>	<b>Christian</b>	<b>Hindu</b>

## Year 6

<i>How and why does religion bring peace and conflict?</i>	<i>How do Buddhists explain the suffering in the world?</i>	<i>What does it mean to be human? Is being happy the greatest purpose in life?</i>	<i>Creation or science: conflicting or complementary?</i>	<i>How do beliefs shape identity for Muslims?</i>
<b>Multi</b>	<b>Buddhist</b>	<b>Christian, Humanist</b>	<b>Christian, Humanist</b>	<b>Muslim</b>

In order to cover the content specified in the programme of study for Key Stage 2 in a meaningful way, the equivalent of at least 75 minutes of curriculum time per week should be devoted to RE.

### Responsibilities of the teacher:

- Teachers will plan to ensure there is continuity and progression of knowledge and skills;
- Planning will outline a clear curriculum knowledge driven objective;
- Organise differentiated tasks for children which provide appropriate challenge for all abilities;
- Provide the opportunity for children to ask and answer Religious questions as well as discussing various religious beliefs;
- Allow groups to communicate their findings using a variety of ways including the use of computing;
- Provide feedback to the children in accordance with the school policy and offer challenge in the feedback where appropriate based on a religious skill
- To keep records of the progress of their children



### Teaching and Learning Styles

We recognise that in all classes, children have a wide range of abilities, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- sometimes grouping children by ability and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;
- providing specialist support where individual children have particular gifts or talents.

We base our teaching and learning in RE on the key principle that good teaching in RE allows children to both learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning in RE enables children to build on their own experiences and also to extend their knowledge and understanding of other religious beliefs, practices and traditions.

This reflects the two attainment targets embedded in the Essex Agreed Syllabus: 'Learning about religion' and 'Learning from religion.'

Learning about religion includes knowledge of beliefs, teachings and sources; learning about practices and ways of life and how religious beliefs are expressed.

Learning from religion includes reflection and response into significant aspects of human experience: identity and belonging; meaning purpose and truth; values and commitments.

Qualities to be developed in pupils include appreciation and respect, curiosity and interest, critical openness, sensitivity and awareness; perception and insight. These are achieved through a positive classroom climate, effective and sensitive questioning, the linking of the two attainment targets, valuing all contributions and building in enough time for responses and reflection.

### Visits and Visitors

At Riverside Primary School visits and visitors can provide powerful learning experiences for both teachers and children. In our school we visit several different Christian churches in the vicinity of the school. Clergy and other members of the community meet with children. Activities and discussions are focused on specific areas of the curriculum as we aim to revisit these churches with all classes. In addition, the local clergy hold an RE assembly each week in school. We also encourage Key Stage 2 children to visit, or have visitors from a place of worship from another religious tradition.

### The Right of Withdrawal

At Riverside Primary School parents have the right to withdraw their child/ren from all or part of the Religious Education lessons. Any concerns about the subject should be discussed with the class teacher and Head teacher. Parents who wish to withdraw their children must provide written notification to this effect. The aim of R.E. is not to convert children to a particular viewpoint or imply that all ethical standpoints are necessarily religious ones.

### Assessment

At Riverside Primary, children are assessed during every RE lesson: this enables our teachers to plan the next steps of learning for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide feedback which enables each pupil to make progress within the lesson and over time. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback Policy. Data for RE is collected after each unit of work. Programmes of study and future learning will be adjusted in the light of the progress children make. Parents and carers are regularly updated on their child's learning at parent's evenings and also annually with a written report.

### Monitoring

The RE leader will follow the school's SDP to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring that RE has clear timetabled teaching time and that the National Curriculum statutory requirements are covered fully;
- Moderating work samples with the pupils and/or teachers;
- Conducting discussions with pupils about their learning;
- Conducting learning walks to observe the coverage and outdoor learning opportunities within RE;
- Providing guidance to colleagues;
- Assisting with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensuring that the long term overviews, skills progressions and knowledge organisers allow for progression across school;
- Keeping up to date with changes or new initiatives that would support the development of RE at Riverside Primary School.
- To work closely with the link Governor and the link Church Reverend and other visitors where appropriate.

## Resources

We have sufficient resources in our school to be able to teach our Religious Education curriculum. Resources are audited regularly and purchased from funds available to the religious education budget. Resources are stored centrally, in Middle School, and include boxes of artifacts, books and pictures. There is also a selection of RE books in the school library. Resources should be returned to the central store. Much use is also made of on-line resources from a variety of websites. We organise visits to different places of worship and invite representatives from religious groups to come into school to talk and work with the children.

## Impact

- Outcomes in children's books should evidence a broad and balanced religious curriculum and demonstrate children's acquisition of identified key knowledge.
- As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of a variety of religions and their place in our modern world. They not only learn about religion but also from religion.
- Children will have developed religious knowledge and skills to help them explore, navigate and understand the world around them and their place in it.
- Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become respectful of those views that differ from their own out in the wider world.
- We want the children to have thoroughly enjoyed learning about RE, therefore encouraging them to undertake new life experiences now and in the future.

## Healthy and Safety

- Teachers are responsible for reading the school's Health and Safety Policy and Educational Visits Policy.
- All teachers must carry out a risk assessment prior to taking the children off site for an R.E session.
- Planning of lessons adheres to the whole school E-safety Policy, when using Google images and other online research tools.

## Inclusion

The SENCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning. Targets identified in children's Educational Health Care Plans, on One Plans and Provision Maps are specified in teachers' planning

## Equality

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

## Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

**Review**

Riverside Primary policies are reviewed every three years.

Next review date: **January 2027**