



*Over 125 years of achievement*

## RE Policy

## St Anne's Fulshaw C of E Primary School

### RE Policy

#### Intent

Religious Education, as part of the basic curriculum, is provided for all pupils in full-time education, including those in Reception classes, except for pupils withdrawn by parental request.

The Agreed Syllabus for Cheshire implements the requirements of the Education Reform Act 1988, in that a school curriculum should promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life. The content of the syllabus reflects "the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain."

St Anne's Fulshaw C of E Primary School is a Church of England Controlled Primary School. Although many parents declare verbally to have C of E affiliation, the proportion of our children who have regular active involvement as members of the Christian Church is in keeping with the national average.

#### **Aims:**

Through the teaching of RE at St Anne's Fulshaw, we aim to help children to:

- formulate their own sense of purpose in life
- recognise the ways in which religions have given their adherents a sense of purpose and community
- understand the religious experience of others
- develop their own beliefs, values and ideals in the light of their experiences
- relate their beliefs, values and ideals to their actions and their relationships with others
- appreciate what is involved in both individual and corporate responsibility
- develop respect for other people, their beliefs and life styles
- experience a sense of awe and wonder
- understand religious behaviour and experience

#### **Continuing Professional Development:**

This will be provided as school based training or through courses run by the LA and the Diocese. The RE Subject Leader will discuss with colleagues their training needs and encourage them to attend relevant courses or plan whole staff INSET through staff meetings.

#### Implementation

#### **Curriculum Organisation:**

At St Anne's Fulshaw, we study the following religions:

#### **Class One**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Every Year	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity

#### **Classes Two and Three:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Christianity	Christianity	Christianity	Christianity	Christianity	Hinduism (Free Choice)
Year B	Christianity	Christianity	Islam	Christianity	Judaism	Judaism
Year C	Christianity	Christianity	Christianity	Christianity	Islam	Islam

#### **Classes Four and Five:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Christianity	Christianity	Celebrations and Special Days (Free Choice)	Christianity	Judaism	Judaism
Year B	Christianity	Christianity	Books and Texts as a Basis for Faith (Free Choice)	Christianity	Islam	Islam
Year C	Christianity	Christianity	Secular World Views (Free Choice)	Christianity	Hinduism	Hinduism

	From the EY Units of Work
	From the KS1 Units of Work
	From the Lower KS2 Units of Work
	From the Upper KS2 Units of Work

Pupils may encounter elements of the beliefs, practices and values of other religions through the programme of study (i.e. festivals & celebrations, symbols).

Each class will study one RE unit every half term, based on the content overview in the Agreed Syllabus and organized to promote progression through our three year rolling curriculum programme.

The attainment targets set out in the Agreed Syllabus are intended to state clearly the distinctive process of learning in RE, and provide the basis for planning effective teaching at each key stage.

Our teaching of our RE reflects the model within the agreed syllabus in that within every engaging encounter with religion there needs to be almost indistinguishable but corresponding reasoned response.

This ensures that pupils

- Engage in an open and sensitive exploration to religion
- Acquire knowledge of religious beliefs, practices and values in Christianity and other principal religions represented in Great Britain as other world views and religions, e.g. Baha'i and secular philosophies, e.g. Humanism
- Develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies and cultures
- Use the skills of interpretation, analysis and explanation.

Within this aspect a pupil should study beliefs; teachings; practices and ways of life; expression and language. In simple terms what people believe; what they do and how they express themselves. The concepts which underpin a religion or worldview should be the basis for all encounters within religion.

With their reasoned response, pupils

- Develop the ability to make reasoned responses and informed judgements about religious and moral issues
- Explore and learn to communicate their own beliefs, values and experiences in terms of the spiritual, moral, social and cultural aspects of life by: - developing an awareness of the fundamental questions of life raised by human experience and how religions seek to answer them; - responding to such questions by relating religious beliefs, practices and values to their own understanding and experience; - reflecting on their own beliefs, values and experiences in the light of their study
- Develop respect for other people, their beliefs and ways of life
- Develop the skill of evaluation

Within this aspect, pupils should study issues of: identity, belonging and diversity; meaning purpose and truth; values and commitments. In simple terms making sense of who we are; making sense of life and making sense of right and wrong.

**All religious education lessons must contain engaging encounters with religion and encourage reasoned responses.**

### **Subject Content:**

#### **Early Year Foundation Stage**

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. In line with the DfE's 2013 EYFS Profile, RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide opportunities for pupils to explore through: communication and language; personal social and emotional development; understanding the world; expressive arts and design; literacy and mathematics.

#### **Key Stage One**

At Key Stage 1 children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts 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 for believers within a local, national and global context. Children ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging. 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.

#### **Key Stage 2**

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. They make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them.

#### **Differentiation:**

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example, pupils who are progressing more rapidly should be encouraged to extend, deepen and broaden their RE experiences.

#### **Impact**

#### **Assessment, Recording and Reporting:**

Pupils' progress in RE is assessed during each major experience and unit of work, and reported to parents at the end of each academic year. Staff should keep annotated examples of pupils' work and sufficiently detailed records to form a judgement on each pupil's level of attainment at the end of each Key Stage. Pupils are assessed against the learning objectives of each unit which informs their progress path and achievement of the end of key stages statements for the Agreed Syllabus. This is recorded using the school's Insight tracking system and monitored by class teachers and the subject leader.

#### **Equal Opportunities:**

Staff will ensure equality of access and quality of experience for all pupils irrespective of race, gender, disability, age or class. Parents have the right to withdraw their child from Religious Education. In these circumstances, we would encourage the parents to discuss their wishes with the Headteacher.

**Pupils with Special Educational Needs:**

All pupils, including those with any special educational needs, have an entitlement of full access to the religious education curriculum. This entitlement will need to take account of the physical, sensory, emotional and learning needs of individual pupils in ways, which acknowledge the value of their responses, contributions and achievements. A wide range of approaches to encountering and responding should be encouraged through any medium suited to the experience and ability of individual pupils. Evidence of pupil responses to the subject content and experiences may take a variety of forms including aural, oral, visual and written. Staff must take account of the requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in religious education and assessment activities.

**Resources:**

The school is committed to an ongoing programme of effective resource management, which is overseen by the RE Subject Leader. The Education Library Service has an excellent bank of resources which are available to staff. The RE Subject Leader keeps the list of these resources in school, and it is also available on the ELS website.

**Monitoring, Evaluation and Review:**

The RE Subject Leader, in consultation with the Headteacher and staff will present the next review and evaluation of this document to the Governors for discussion and agreement on its effectiveness.

Last reviewed 07.06.22

### Appendix – 3 Year Plan

#### **RE Long Term Plan Years A, B and C – Classes 2 and 3 / 4 and 5**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	Harvest  Caring for the natural world  Creation	Christmas and the story of Jesus' birth  God's love covenant	Disciples and Jesus as a special person  Following the example of Jesus – friendship  Caring for others and the environment  Loving my neighbour	Easter  God's love covenant	The Church  The Bible  The importance of prayer	The Church  The Bible  Stories about Jesus

Classes 2 and 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<b>Christianity</b> Worship – Prayer God as Creator / Caring for the natural world / God's love in creation Celebrations – Harvest Courage – right and wrong and the two greatest commandments	<b>Christianity</b> Giving and receiving at Christmas Belief in God as a loving father Celebrations – Christmas Special people in Christianity – Jesus and Mary	<b>Christianity</b> The Church Building and Use of Symbols The Church as a community of people People with a special role – ministers, vicars, priests Introduction to the Eucharist Thanksgiving	<b>Christianity</b> How do we worship? Prayer, singing, reading the Bible Local Church customs Belief in life after death Celebrations – Easter Resurrection	<b>Christianity</b> Reading the Bible Different genres in the Bible Values personified in Biblical figures: courage, honesty, love, service, wisdom and justice Special people in Christianity – David and Noah	<b>Hinduism (FC)</b> The importance of family – the world as one family, respect for mother and Mother Earth Worship in the home (puja) and festivals: -Holi -Raksha Bandhan (religious and secular)
Year B	<b>Christianity</b> Looking after the world we live in – stewardship Exploring the wonder and beauty of creation Celebrations – Harvest	<b>Christianity</b> Following the example of Jesus – caring for others, treating people equally, honesty Incarnation and good news What is faith? Celebrations – Christmas	<b>Islam</b> Beliefs about Allah e.g. belief in one God, the creator of all things People with a special role i.e. Imam Worship in the mosque and prayer Holy days i.e. Eid Ceremonies i.e. naming ceremonies and marriage Family life Stories from the life of the Prophet Muhammad (pbuh) Values in everyday life i.e. helping other people, working honestly, sharing with others	<b>Christianity</b> Celebrations – Sundays, weddings and infant baptism Belief in life after death / heaven Celebrations – Easter Special people in Christianity – Peter	<b>Judaism</b> Beliefs about God as a creator, caring for all people. God is one / how Jews relate to God Covenant – God's promise Redemption Teachings of the Torah – wonder and beauty of creation Beliefs in stories is Joseph, Moses, the people of Israel / Israel as a special place for Jews – being rescued by God Stories about people of Israel and the beginning of the world	<b>Judaism</b> Relating to God through worship, prayer and caring for creation Reading the Torah, laws and rules, Mitzvoth, the ten commandments (values) People with special roles – Rabbi. Synagogue as a community Celebrations and important events: naming ceremonies, Hanukkah, Purim, Mezuzah, Shabbat and Friday night meal. Special food (challah) How Jewish special occasions reflect the meaning of life

			Showing respect and kindness to guests, the importance of visiting, respect for each other		Special objects in the Jewish home / family life and Jewish homes  The role of family members in Jewish family life / concept of family in Judaism	How Jewish people treat people equally – respect and the wider Jewish community
<b>Year C</b>	<b>Christianity</b> Expressions of worship: music , dance and drama  Jesus' teaching – the two greatest commandments and parables	<b>Christianity</b> The Church community – global, national and local community  Continuing the work of Jesus – contemporary Christian leaders  Celebrations – Advent and Christmas	<b>Christianity</b> Beliefs about Jesus – birth, disciples, teachings, miracles, death and resurrection. One who changes lives  Beliefs in God – one who has authority	<b>Christianity</b> Following the examples of Jesus and other Christians  Forgiveness, love and respect  Working with Christian organisations – personal responsibility	<b>Islam</b> Islamic beliefs in God, Allah – the Islamic name for the one true God; creator; provider; 99 names  Messengers of Allah  Islamic belief in angels (everyone has two angels watching over them)  Family life, the naming of a child  Celebrations, festivals and special events; Eid-ul-Fitr	<b>Islam</b> Daily worship (Salah) and the importance of prayer, cleanliness before prayer (wudu)  Wearing specific clothing, respect for each other and oneself  Showing respect and kindness towards guests, honesty, good manners, following the example of Muhammad (pbuh)  Prophethood  Dhikr  Tawhid

Classes 4 and 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<b>Christianity</b> Expressions of worship: songs, prayers, silence, and reflection  God as creator, sustainer, loving saviour and ruler  Caring for the natural world and understanding God through the natural world / Stewardship  God's love and the Trinity	<b>Christianity</b> Understanding God through Jesus' life – miracles and parables  Belief expressed in ritual, symbolism, artefacts, architecture  Celebrations – Advent and Christmas  Incarnation and good news	<b>Celebrations and Special Days (FC)</b> Christmas, Easter, Pentecost, St Anne's Day  Pesach, Rosh Hashanah, Yom Kippur, Hanukkah  Ramadan, Eid-ul-Fitr, Eid-ul-Adha  Diwali and Holi	<b>Christianity</b> Understanding God through Jesus' life – birth, baptism  Birth rituals, baptism and thanksgiving. Infants and believers baptism  Celebrations – Lent, Holy Week and Easter  The first Easter  Belief in life after death  Hope, sin, resurrection and belonging  Faith, reconciliation, repentance and salvation	<b>Judaism</b> Jewish beliefs about God – God is One, Creator, he cares for all  God's protection of his chosen people / Jewish people  How Jews show respect for God's name and the Torah (the Torah given at Mt Sinai – Shavuot)  A annual cycle of readings  The Shema (mezuzah, tallit)  Living in accordance with the Ten Commandments / the first four commandments / Covenant and Yahweh  Stories from the life of Moses and Tenakh / The life of Abraham  Jewish ideas of freedom, the exodus and Israel as a special place for Jews	<b>Judaism</b> The Jewish Community: synagogue (places of study and prayer), worship, ceremonies and rituals, community rules  Jewish family life: Shabbat and the Friday night meal, food laws and the Jewish kitchen  Bar / Bat Mitzvah, Brit Milah, naming ceremonies, weddings  Pesach, Sukkot and Passover  Objects that remind Jews of their faith: Tallit, Tefillin and Kippah  How Jews show respect for the Torah  Mishkan, Ark, the Temple and the role of the Rabbi  Yom Kippur, Rosh Hashanah  Respect for each other, truthfulness, death, judgement and forgiveness
Year B	<b>Christianity</b> The Bible as a basis of faith as a source of guidance	<b>Christianity</b> Understanding God through Jesus' life: birth, parables,	<b>Books and Texts as a Basis for Faith (FC)</b> The Bible The Torah and Talmud The Qur'an	<b>Christianity</b> Descriptions of God as saviour, ruler. Language, songs and stories – three in one	<b>Islam</b> Shahadah – declaration of faith – oneness of Allah – no images of Allah, characteristics	<b>Islam</b> The Five Pillars of Islam: Salah, Sawm, Zakah, Hajj

	<p>The effect of Jesus on others</p> <p>The Church community and the kingdom of God</p> <p>The Church as a community of people; a global community of people continuing the work of Jesus</p> <p>Caring for the natural world</p> <p>Environmental concerns</p>	<p>connection with Christmas.</p> <p>Old Testament prophecies about Jesus</p> <p>Celebrations and important events: Advent and Christmas</p>	<p>Ramayana and Mahabharata</p> <p>Guru Granth Sahib</p> <p>How are they used in worship and a source of guidance?</p>	<p>God's love and the Trinity</p> <p>Incarnation, good news, sacrifice and reconciliation</p> <p>Beliefs about Jesus: his baptism and temptations, teachings, parables and miracles</p> <p>Easter, resurrection and ascension</p> <p>Celebrations and important events: Lent, Holy Week and Easter</p> <p>Baptism and confirmation</p> <p>Eucharist and communion</p>	<p>seen in art and architecture</p> <p>The prophet Muhammad (pbuh) as the final prophet. Other prophets – Ibrahim, Musa. Revelation of Qur'an</p> <p>Roles and responsibilities of family members</p> <p>The Future, belief in the Hereafter</p> <p>The worldwide community of Muslims (Ummah)</p> <p>Zakah – during Ramadan, festival of Eid-ul-Fitr at the end of Ramadan</p> <p>Food laws - halal</p>	<p>Obedience to Allah</p> <p>Dress codes, traditional robes</p> <p>How the Qur'an affects daily life – some of the teaching from the Hadith</p> <p>Ka'bah</p> <p>No images in the mosque, mosaics, Arabic calligraphy</p> <p>Showing respect for teachers, elders, the learned and wise, concern for the poor and needy – obligatory acts of charity</p>
<b>Year C</b>	<p><b>Christianity</b></p> <p>The Beatitudes</p> <p>Following the example of Jesus and other Christians: forgiveness, love, respect, tolerance and faith</p> <p>Faith, reconciliation, repentance and salvation</p>	<p><b>Christianity</b></p> <p>Confirmation</p> <p>Pilgrimages (linked to Mary and Joseph's journey to Bethlehem), Iona, Lourdes, Two Saints Way, Cheshire, Walsingham</p> <p>Working with Christian organisations</p>	<p><b>Secular World Views (FC)</b></p> <p>The writings of atheist / agnostic / humanist scholars</p> <p>'The Golden Rule'</p> <p>Rejection of an afterlife, naming ceremonies, humanist funerals</p> <p>The power of human reason and scientific enquiry, humans have to decide for themselves what is right and wrong</p>	<p><b>Christianity</b></p> <p>Birth rituals and the belief in life after death</p> <p>Sin, resurrection and the kingdom of God</p> <p>Confession of sin and finding peace with God</p> <p>Diverse and varied expressions of worship: music, song, prayer, silence, dance, drama, reflection</p>	<p><b>Hinduism</b></p> <p>One God expressed in many forms (Vishnu, Rama and Sita, Krishna, Shiva and Ganesha), devotion to God</p> <p>Aum, avatar, Brahman</p> <p>Beliefs expressed in stories e.g. Raqma's exile and return, the childhood of Krishna</p> <p>Names of important scriptures containing</p>	<p><b>Hinduism</b></p> <p>Values: honesty, truthfulness, helping others, sharing, respect for all living things, vegetarianism, meditation, compassion, love and loyalty between all members of the extended family</p> <p>The endless cycle of creation, preservation and destruction.</p> <p>Reincarnation</p>

			<p>Membership of secular organisations i.e. BHA and Amnesty</p> <p>Use of slogans i.e. 'Good without God', 'Ceremonies without superstition, use of the happy human symbol</p> <p>Concern for social and ethical issues i.e. the environment, equality and justice</p>		<p>Hindu beliefs e.g. Vedas and Ramayana</p> <p>Respect for Mother earth and ancestors</p> <p>Pilgrimage</p> <p>Beliefs expressed through symbols – Aum, swastika and lotus flower</p>	<p>Karma – actions have consequences</p> <p>Festivals and worship, shrines and temples, worship in the home (puja, mandir), Arti ceremony, music and dance</p> <p>Diwali, Holi and the birthdays of Rama and Krishna</p> <p>Festival food and clothing</p> <p>Welcoming babies – Hindu naming ceremonies</p>
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	Key Stage 1 PoS
	Lower Key Stage 2 PoS
	Upper Key Stage 2 PoS

**Year A:** 2014-15, 2017-18, 2020-21

**Year B:** 2015-16, 2018-19, 2021-22

**Year C:** 2016-17, 2019-20, 2022-23