

# Brooke Church of England Voluntary Controlled Primary School



## Religious Education Policy

Updated January 2018

Signed by Governors

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To be reviewed January 2022 (every 4 years)

## **Overview**

Our policy is based on the aims and requirements of the Norfolk Agreed Syllabus, which takes into account the legal requirements and recommendations of appropriate education acts and circulars. It should be read in conjunction with the school's policies on teaching and learning and assessment.

## **Why R.E.?**

In an overcrowded curriculum, R.E. has a specific role in preparing pupils to cope with life in a multi-cultural society. They need to learn to relate to other people constructively and with respect and empathy is ever more apparent and the fundamental need of mankind to invest life with meaning and purpose is by no means diminished in the twenty-first century.

The purpose of Religious Education is to extend pupils' knowledge and understanding beyond their present experience and help them to appreciate the values and roles of different religions studied, both from the viewpoints of their members and as agents of challenge, change and tradition in the world. Multi-faith teaching is all the more important in our school community where children have little opportunity to meet with and experience the diversity of cultures and religious belief typical in a more multi-cultural setting. R.E. shares with all curriculum areas the responsibility for the spiritual development of pupils and in particular the impact on this of religious belief.

## **Aims**

The aims of our policy are that our pupils:

1. Acquire knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, and of how religion can enhance the lives of people who embrace it;
3. Develop the ability to consider and reflect on religious and moral issues in order to make informed choices.
4. Develop spiritually, morally, culturally and socially through:
  - a) developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
  - b) responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience.
  - c) reflecting on their own beliefs, values and experiences in the light of their study.
5. Develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religions.

## **Skills**

Whilst these are by no means specific to Religious Education, there may be more opportunity within this subject to develop them:

- being able to reflect on one's own experience
- being able to articulate feelings and beliefs
- being able to engage with the viewpoints of others
- being able to enter imaginatively into stories, whether myths, legends, or narrative accounts of religious beliefs
- being prepared to ask questions and express doubts
- being open and prepared to learn from others
- being able to use metaphor and symbol

## **Content, Continuity and Balance**

The curriculum has been organised into a 4-year rolling programme of study. This is because at Brooke VC CofE Primary School we often have mixed year-group classes which could mean that children may repeat or miss certain blocks of work. For areas of study in each Key Stage, see Appendix 1.

## **Assessment**

Assessment follows the procedures laid out in the school's Assessment Policy; spiritual development should not be assessed.

## **Resources**

Teachers should aim to use a wide range of resources including:

- Books
- Pictures
- Videos
- Stories
- Drama
- Visits to places of worship
- Visitors from relevant faith communities
- Artefacts

Artefacts are especially useful in that they communicate through the senses and provide pupils with hands-on experience.

## **Withdrawal**

Religious Education should be taught to all pupils in full-time education, except those withdrawn at the wish of their parents. Since it is not about indoctrinating pupils and their becoming religious, the teacher must try to balance helping the pupils remain detached from the religious material and activities they are being introduced to, while continuing to represent fairly the religion.

## Appendix 1 – Areas for Study, 4-year rolling programme

		AUTUMN TERM	SPRING TERM	SUMMER TERM
Year A	EYFS/KS1	What does it mean to be a disciple/follower of Jesus? Concept: discipleship,	How and why do some people pray? Jewish and Christian prayer. Lord's prayer Concept: God/Trinity, Yahweh, forgiveness, prayer	What can we learn from the stories Jesus told. Parables Concept: Kingdom of God
	KS2	What does the bible teach us about friendship and what difference does it make to believers? Proverbs, David and Jonathan, Abraham, Mary, Martha and Lazarus. Concept: word of God,	What does it mean to forgive? What does the New Testament say about forgiveness? Links to the Easter message of forgiveness Islam – eight names of Allah and the nature of God. Examples of people who have forgiven Concept: Forgiveness,	What does it mean to be wise? Buddhism Christianity/Judaism – the Book of Proverbs Concept: Buddha dharma, metta
Year B	EYFS/KS1	How and why do Jewish people worship? Shabbat Look at a celebration Concept: covenant	What is Christian hope? Are angels messengers of hope? Concept: hope	What is Service and how do Christians and believers of other faiths put it into practice? Judaism/Sikhism. Concept: service
	KS2	What do the people believe about God? Do all religions believe the same ideas about God? Multi religion – Christian, Hindu Burning Bush Focus on Christian and Hindu I think as you do not have much Hinduism! Concept: Avatar, Brahman, Trinity	Where do religious people look for hope? Heaven and hell Christianity - resurrection Islam – paradise Hinduism – reincarnation Concept: hope, eternal life, reincarnation	What is Ahimsa and How does it influence Hindus? Concept: Ahimsa
Year C	EYFS/KS1	Why is saying sorry important to Jews? Rosh Hashanah Yom Kippur Concept: Atonement	What does the cross mean to Christians? (exemplar in syllabus booklet) Concept: salvation	How do Christians show they belong to their faith family? Worship, Baptism, Marriage, reading the bible. Church visit. Concept; Church/sacrament
	KS2	What do Christians mean when they say, "blessed are the peace makers"? (Matt5v9) Concept: Kingdom of God	How does Muhammad inspire Muslims? Concept: revelation	How do Muslims show they belong to their faith family? Ummah – community/brotherhood
Year D	EYFS/KS1	How do Christians and Jews thank God for being a provider? Harvest: Succot, Creation, Psalms Concept: Creation	How did Jesus show God's love to people? Healings, Easter, the Cross. Concept: Incarnation, salvation	Our school, our world: a Christian perspective. Why do Christians care for the world? (use plan in book – Eco RE) Concept: Creation
	KS2	How do Christians express their thankfulness to God? Eucharist, Harvest, Praise, giving back Concept: Sacrament, creation	How have people today been inspired to "live out" God's love? Key figures and founders. Concept: ahimsa and dharma (Hindu and Gandhi), ibadah (Islam)	Islam How do people of faith put their belief in stewardship into practice, and what difference does it make? Multi-faith Concept: Stewardship, creation, khalifa, ahimsa