

RELIGIOUS EDUCATION POLICY

INTRODUCTION

At Aldingbourne Primary School we are passionate about providing all children with the opportunities to engage in religious studies. This document outlines our aims in providing an engaging R.E curriculum to all children which sparks curiosity and equips children with the tools to ask and answer questions. The curriculum expectations and entitlement for all children are outlined for each Key Stage. This policy also summarises teaching methods and resources used to captivate the children and build on their knowledge of different world religions whilst building upon foundations laid in previous years. Finally, our methods in assessing the children's knowledge and progress is explored and how we enable children to gain a coherent knowledge and understanding of how religions relate to each other, recognising both similarities and differences within and between religions.

AIMS

We aim to deliver the R.E curriculum in an engaging manner, accessible to all children, of all learning styles, whilst building upon prior learning and exploring different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. Values education permeates the RE curriculum at Aldingbourne Primary School. Our further aims marry that of the West Sussex Agreed Syllabus for Religious Education 2015 to ensure that all children:

- **Know about and understand a range of religions and worldviews so they can:**
describe, explain and analyse beliefs and practises recognising diversity between communities and individuals.
Identify, investigate and respond to questions posed and look at sources of wisdom found in religions and worldviews;
Appreciate and appraise the nature, significance and impact of different ways of expressing meaning.
- **Express ideas and insights about the nature, significance and impact of religions and worldviews so they can:**
Explain reasonably their ideas and how beliefs, practices and form expression influence individuals and communities;
Appreciate and appraise varied dimensions of religion or world view.
- **Gain and deploy the skills needed to engage purposefully with religions and worldviews, so they can:**
Find and investigate key concepts and questions of belonging, meaning, purpose and truth.
Enquire into what enables different individuals and communities to live together respectfully.

Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

CURRICULUM EXPECTATIONS AND ENTITLEMENT

At Aldingbourne School all children experience a broad and balanced religious education curriculum that takes into account all abilities, learning styles and emotional and intellectual development. Religious Education is taught as part of a rotation in the early years and Key Stage 1 alongside other curriculum subjects. The subject is on a 3 year rolling cycle which enables Key Stage 1 and the early years to build upon prior knowledge obtained in previous cycles. Religious Education is taught as part of the junior rotation in Key Stage 2. Children are taught about 4 of the world's religions. In Year 3 they will learn about Christianity (building on knowledge from KS1). In Year 4 children will learn about Hinduism. In Year 5 children will learn about Islam and in Year 6 they will study and learn about Judaism. Long term planning is accompanied by medium term planning as well as weekly planning for each weekly religious studies session. Lesson plans are designed to develop knowledge and understanding of the beliefs and practices of some of the main principal religions as well as give the children opportunities to promote their spiritual, moral, social and cultural development.

Early Years

In Early Years:

- children are introduced to the concept of belief
- they know about similarities and differences between themselves and differences between themselves and others, and among families, communities and traditions
- they listen to stories and learn about religious leaders and stories associated with different religions.

Key Stage 1

During Key Stage 1:

- children learn about Christianity, focusing on the life of Jesus as well as stories from the Old Testament
- they learn where significant people and events fit within Christianity and Judaism
- children learn about different places of worship
- children learn about different religious festivals
- they look at the similarities between different religions.

Key Stage 2

During Key Stage 2:

- in Year 3, children build upon their prior knowledge of Christianity and explain and analyse beliefs and practices and recognise how they are similar and vary within and between people
- in Year 4, the children do a focus study on Hinduism. They learn and understand Hinduism and recognise similarities and differences between Hinduism and other religions and worldviews
- in Year 5, the children do a focus study on Islam. They learn and understand Islam and recognise similarities and differences between Islam and other religions and worldviews
- in Year 6, the children do a focus study on Judaism. They learn and understand Islam and recognise similarities and differences between Judaism and other religions and worldviews.

TEACHING METHODS AND RESOURCES

As a school, we pride ourselves on ensuring the teaching of religious education is creative and accessible to all learners. We achieve this in the following way:

- they participate in a variety of activities that enable children of all learning styles to access the objective being covered, whilst immersing them into the religion they are studying.
- children are given opportunities to visit a variety of different religious buildings, from the Methodist Church to the Synagogue.
- children are visited by a variety of religious figures throughout the year, from Hugo to Father Martin who come into assembly
- children are exposed to a variety of religious artefacts from a wide range of religions as well as seeing secondary sources.
- We use a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of reflection.

ASSESSMENT

At Aldingbourne School, formative assessment is an integral part of our daily practise. It is used to inform planning, to facilitate differentiation and to ensure that the children have the foundations to successfully build upon their prior religion knowledge. In Key Stage 2, at the beginning of each religious topic, the children complete a mind map of what they already know. At the end of the topic, the mind maps are revisited

and used as a summative assessment tool to highlight progress and understanding of the religious knowledge taught. Other assessment tools are used throughout the year, such as a 'Who Wants to be a Millionaire' quiz. At the end of the academic year, based on lesson observations and mind maps, a judgement is given by the class teacher which states if a child is working towards, within or met the RE curriculum. This is reported to parents in the child's end of year report.