



# Stebbing Primary School Religious Education Policy

Created/updated: June 2022  
Ratified by the Gov. Body: June 2022  
Due for review: September 2024

### **Aims and objectives:**

At Stebbing Primary School we believe that Religious Education is key to ensuring children have a broad and balanced understanding of the world around them and some of the different faiths within our world. We hope that by developing an understanding and asking questions, children from all backgrounds will be more tolerant, accepting and embracing of diverse experiences and beliefs, thus leading to a more peaceful future for all.

Our aims in Religious Education are that all children will:

- Develop a greater understanding of Christianity; the traditional religion of Great Britain.
- Develop a greater understanding of the 6 main religions: Judaism, Islam, Buddhism, Hinduism, Sikhism, and Humanism which will be introduced in year 6.
- Raise, and suggest answers to, questions of morality and values.
- Understand that some questions raised may not have a definitive answer.
- Understand and accept diversity within the community of their class, school, village, country, the world and Human Race.
- Understand that everyone is entitled to their own opinion and that everyone's opinions, thoughts, ideas and beliefs are valid and are as important as our own.
- Be able to discuss their views and ideas in an emotionally safe, non-judgemental and respectful environment.
- Develop respect and empathy towards those whose beliefs may differ from their own as well as discussing and considering why some people have religious beliefs and why some people reject religion or have no religion.
- Begin to understand and use an increasingly wide range of religious vocabulary.
- Begin to consider how different religions are portrayed in the media.
- Know that it's not about just accepting others, but knowing that they as individuals are accepted, and that their contributions are worthy and valued too; that they belong, and feel they belong within our diverse community also.

### **Teaching of Religious Education:**

At Stebbing Primary School, the Religious Education curriculum has been planned using the Essex RE Agreed Syllabus 'exploRE' which is devised by SACRE. RE is taught termly and focuses on a specific theme each term.

#### **Key Stage One (inc. EYFS)**

In EYFS some RE learning is inspired by SACRE's exploRE, with a focus on the children and their own first-hand experiences, but much of it is inspired by festivals that occur in our calendar throughout the year; developing an understanding of what is celebrated, how and why; drawing on First Hand Experience as a solid tool upon which to lay future knowledge. Festivals such as Harvest, Hallowe'en, Diwali, Chinese New Year, Pancake Day, that they are likely to already have some experience of but, with us, learn more about them and the origins.

Year 1 and 2 have six SACRE planning themes shared between them;

Year 1's RE learning takes turns to focus on Judaism, Islam and Sikhism with more consistent emphasis on Christianity - noticing similarities and differences between these religions and Christianity, and their own personal experiences under the headings of 'Special Places', 'Special Words and Stories', and 'Special things in Nature'.

Year 2's RE learning takes turns to focus on Sikhism, Hinduism and Buddhism, (and like in Year 1) with more consistent emphasis on Christianity - making comparisons, but with less focus on

their own personal experiences and more about children from those religions, under the headings of 'Special People', 'Special Symbols and Objects', and 'Special Ways of Living'.

### **Key Stage Two**

#### **Lower KS2 -**

SACRE advocates RE in Essex, to be broadly of a Christian theme while teaching about six of the main world religions alongside this, so in Year 3 the year begins by Introducing Jesus then develops to teach about Jesus' Life. In the final term Year 3 look at Judaism; Jesus' own religion.

Year 4 focus on Hinduism to begin with then in Spring explore this with more depth under the heading of 'Creation Stories' where they compare Christianity with Hinduism and incorporate the religion of those communities from their History topic (ie: Mayans for example). Finally they focus on Christianity again to learn about 'Rites of Passage'.

#### **Upper KS2 -**

Year 5 learn about Buddhism then Islam and end their year returning to their prior learning of Jesus, this time focusing on Jesus' Teachings; \*Him as a role model who would be remembered thousands of years after His death.

Year 6 study Sikhism to start with then return to Christianity as a focus one last time. Their Christian focus is on 'The Bible' where many questions are asked and traditional changes and diversity of the centuries is opened up for discussion and debate; such as which gospels made the 'edit' and why.

Finally, Year 6 learn about Humanism, a non-religious way of life which focuses just on being fair, respectful and happy humans.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
EYFS	Special Me <small>(Inspired by Special People, Special Words &amp; Stories but with a *Focus on self, personal experiences)</small>		Special Places, Special Symbols & Objects <small>(Inspired by explore but with a *Focus on self, personal experiences)</small>		Special Ways of Living, Special Things in Nature. <small>(Inspired by explore but with a *Focus on self, personal experiences)</small>	
Year 1	Special places <small>(With a focus on Judaism, Islam and Christianity)</small>		Special words and stories <small>(With a focus on Sikhism and Christianity)</small>		Special things in nature <small>(With a focus on Christianity and Islam)</small>	
Year 2	Special people <small>(With a focus on Sikhism, Hinduism and Christianity)</small>		Special symbols and objects <small>(With a focus on Judaism and Christianity)</small>		Special ways of living <small>(With a focus on Christianity and Buddhism)</small>	
Year 3	Christianity - Introducing Jesus		Christianity - Jesus' life		Judaism	
Year 4	Hinduism		Comparing Creation Stories <small>(inc. Christianity, Hinduism &amp; History topic link)</small>		Christianity - Types of Christianity, Church buildings & rites of passage	
Year 5	Buddhism		Islam		Christianity - The teachings of Jesus	
Year 6	Sikhism		Christianity -The Bible		Humanism	

### **Time spent teaching Religious Education:**

SACRE advocates the following...

EYFS - 30 minutes per week;

KS1 - 40 minutes per week;

KS2 - 50 minutes per week.

Where special, extra-curricular events occur within the school year (such as Christmas, productions, craft fairs, Community Month) it may be appropriate and more manageable for teachers to teach RE once a fortnight instead, as a double lesson, or hold 'RE days' nearer the end of term to compensate.

### **Resources:**

Many RE resources are available for each of the main religions; Christianity, Judaism, Islam, Buddhism, Hinduism & Sikhism. They include solid artefacts to hold, use and explore. These are stored in the school house in labelled boxes.

We are lucky to have a vast collection of books (fictional themed and non-fiction) for a variety of ages to suit all areas of our RE curriculum. Many of these books are kept within the relevant classes among their Topic collection or in their 'Book Nooks', for pupils to revisit throughout the year.

There are also information folders for each of the main religions. Planning support documents are available from the RE google drive folder, in 'Resources' and can be accessed from the Essex RE Agreed Syllabus website. Also on the drive are 'Knowledge Organisers', our Curriculum Overview (pictured above) and our school RE Progression document.

As SACRE's plans cover Years 1 to 6 only, there is a separate Curriculum for EYFS, devised by the RE Leader and EYFS Leader, to incorporate their 'EYFS Development Matters' outcomes with yearly calendar events and some of SACRE's KS1 ideas.

### **Assessment of Religious Education:**

Assessments and evaluations of children's learning and development are to be found in the curriculum and assessments folder on google drive. The same assessment criteria is used throughout the children's time in Key Stage 2 as they will learn about different subjects in different year groups. The assessment is based on the skills the children are using rather than their knowledge and teachers will therefore expect these skills to be developing as the children move up through the year groups. Teacher assessments and observations are ongoing and discussions regularly take place to determine pupils' breadth of knowledge and understanding.

### **Cross-curricular links:**

- **PSHE**

PSHE, circle times and assemblies are regularly used to discuss and debate particular issues which may arise.

Specific skills linking to Personal, Social and Emotional Development are negotiating, compromising, collaborating; controlling one's own actions to inhibit inappropriate reactions/actions - in terms of learning to discuss and debate in a respectful way. With a strong focus on Mental Wellbeing we also discuss how to accept and be happy with one's own self - 'Special Me'; recognising our own achievements and uniqueness.

- **Geography**

It is appropriate to embrace the opportunities to explore and locate on the globe, and find out more about the main countries where a particular religion is followed or originated, as these arise.

- **Science**

Faith and religion, historically, has often been under scrutiny by scientists by the mere lack of concrete, factual evidence.

Scientist studies (Cultural Capital) which may provoke such discussions may include 'Darwin's Theory of Evolution', the 'Big Bang Theory', Genetic Clones, Meteorology. Where we can use artefacts, fossils, 'eyewitness accounts', research and recreate/re-enact explorations of the past within our lessons, the one thing which stands faith apart from everything else is its lack of strong evidence. Evidence and faith cannot easily co-exist. If we had sightings and DNA evidence of God, 'faith' itself (and the choice to believe) would no longer have a

place. Discussions such as this can be very valuable in RE lessons for teaching children to respectfully question, consider alternatives and come to conclusions of their own.

Children can begin to engage with Social Sciences; Theology and Philosophy.

- **History**

The use of timelines will support the children's understanding of when these events occurred and for them to compare other events in a similar time period, and compare the time gap between; from one event to another; from that event to the time we exist in now.

Historic beliefs and values are entwined within Religious customs and traditions.

- **Maths**

How mathematical concepts (such as counting, time) have been measured and represented in various ways since our recording of this knowledge began; creation of the Gregorian Calendar, Roman numerals, the Greek Abacus and Water clock, to name 4 examples. As with History; use and understanding of timelines and the measurable space between events.

- **Art & Design**

Artwork may be studied, interpreted or created linking to a specific religion or religious event. Linking to Art & English - story mapping may be an appropriate tool for children to express their knowledge and understanding of the sequence of key events.

*Key note: Muhammad must not be drawn or depicted in pictorial form; this is considered highly disrespectful by people of Islam.*

- **Drama & Performing Arts**

RE lessons often provide the opportunity for Drama as a medium for understanding, interpreting and delivering messages and teachings.

- **Music**

Modern and traditional songs, of an obvious or subtle religious theme are often chosen for Singing Assemblies as part of Collective Worship. Christian hymns often promote stories and prophets that are also important and relevant to Jews and Muslims. There is much access now, via the Internet, to music from all religions; including prayers and meditations which can add to the quality & immersion of the theme within an RE lesson. Children have the opportunity to recreate the music themselves, or compose an alternative, where appropriate.

- **Design & Technology**

It may often be appropriate to research and look at existing products, design and make something of a similar theme and evaluate it. More often this opportunity will arise in RE under the heading 'Food Tech' to really make the understanding and experience as immersive and memorable as possible - be it making pancakes for Shrove Tuesday, or Jewish bread (Challah, Matzo), as just 3 examples.

- **English**

Literacy skills will be used throughout this area of learning; Speaking & Listening, Reading and Writing.

Text types that could be included might be Persuasive texts, Discussion texts, News reports, Recounts, Instruction texts; such as 'How to get ready for Prayer', including the washing of feet.

Grammar and Spelling - the correct \*capitalisation and spelling of Religious-specific words (ie: 'He' is capitalised at *all* times when referring to God or Jesus, contradictory to sentence rules they learned early on) is insisted upon; pupils check their work using Word Banks and edit in blue, where a spelling has

been missed their class teacher will provide Verbal Feedback or Respond to Marking by modelling the correct spelling, which the pupil then practises 3 times.

### **Collective Worship:**

Daily collective worship occurs. Assembly times are planned carefully and aim to cover a range of themes and topics. For further information, please see our Assembly outline timetable and Collective Worship policy.

### **Continuing Professional Development:**

As a team we regularly discuss RE. We draw on each other's experience and share ideas accordingly. Any further training required will be arranged when necessary.

'Learning Walks' (informal lesson observations) by the RE Leader, occur yearly within our planned school Assessment Cycle, as do 'Book Looks'. Pupils' opinions are sought to express 'their voice' and inform teachers and the RE leader of the elements they have enjoyed most during the learning time at Stebbing. We seek their thoughts about how to make RE lessons have the most impact on their enjoyment and learning, working to promote knowledge and experiences that are remembered and can be reflected on in years to come.

### **Community Cohesion:**

We are fortunate to have a place of worship in the village, with an incredibly friendly and welcoming Minister; who used to be a Primary Teacher themselves.

We visit the local Church 'St Mary the Virgin' when we can, to explore the environment first hand and discuss its features. We often plant Spring Bulbs there during Autumn, have our Assembly/Service for Harvest Festival there and our Carol Concert at Christmas. During Community Month at least one class will visit the church to complete selfless community tasks; such as cleaning.

We welcome parents to come in and give talks, presentations or lessons, to teach us from their expertise about celebrations or ways of life that they engage in.