



# **Stebbing Primary School Religious Education Policy**

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Due for review June 2028

## 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 the different faiths within our world.

Our aims in Religious Education are that all children will:

- Develop a greater understanding of the 6 main religions: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and Humanism.
- Raise and suggest answers to questions of morality and values.
- Understand that some questions raised may not have a definite answer.
- Be able to discuss their views and ideas in a non-judgemental environment.
- Develop 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.

## Teaching of Religious Education:

At Stebbing Primary School, the Religious Education curriculum has been planned using the Saffron Scheme an outline can be found below and further details can be accessed via our website curriculum page.



Learning through a Lens					
Theology – 14 Units		Philosophy – 9 Units		Human & Social Science – 10 Units	
Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS	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	
Year 1	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	What does the cross mean to Christians? Christian	How did the universe come to be? Christian, Hindu
Year 2	Why is light an important symbol for Christians, Jews and Hindus? Christian, Jewish, Hindu	What does the nativity story teach Christians about Jesus? Christian	How do Christians belong to their faith family? Christian	How do Jewish people celebrate Passover? Jewish	Why do people have different views about the idea of God? Multi / Humanist
Year 3	How do people express commitment to a religion? Jewish, Sikh, Christian	What is the Trinity? Christian	What is philosophy? How do people make moral decisions? Christian, Humanist	What do Muslims believe about God? Muslim	What difference does being a Muslim make to daily life? Muslim
Year 4	Where do religious beliefs come from? Christian	What do we mean by truth? Is seeing believing? Multi, Sikh	How do/have religious groups contribute to society and culture? Hindu, Christian	Why is there so much diversity of belief within Christianity? Christian	What does sacrifice mean? Multi, Humanist
Year 5	Is believing in God reasonable? Multi, Humanist	How has belief impacted on music and art through history? Christian, Muslim	Why should we be good? Multi	What difference does the resurrection make to Christians? Christian	How do Hindus make sense of the world? Hindu
Year 6	How and why does religion bring peace and conflict? Multi	How do Buddhists explain the suffering in the world? Buddhist	What does it mean to be human? Is being happy the greatest purpose in life? Christian, Humanist	Creation or science: conflicting or complementary? Christian, Humanist	How do beliefs shape identity for Muslims? Muslim

## Resources:

RE resources are available for each of the 6 main religions. These are stored in the school house in labelled boxes. There are also information folders for each of the main religions. Planning support documents are available from the RE google drive folder and the Essex RE Agreed Syllabus website.

**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 assessment is based on the skills and the knowledge the children are developing. Teacher assessments and observations are ongoing and discussions regularly take place to determine pupils' breadth of knowledge and understanding.

**Cross-curricular links:**

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

There may also be opportunities to find out more about the main countries where a particular religion is followed.

Artwork may be created linking to the religion.

Literacy skills will be used throughout this area of learning.

**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 and plan together for these days. We draw on each other's experience and share ideas accordingly. Any further training required will be arranged when necessary.

**Community Cohesion:**

We are fortunate to have a place of worship in the village. We often visit the local Church at Christmas and for Harvest festivals.