



Stebbing Primary School Religious Education Policy

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Ratified by the Gov. Body June 2019
Due for review June 2022

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 and Sikhism. Humanism will also be introduced in year 6.
- 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 Essex RE Agreed Syllabus. All religions and themes are covered through annual rolling programmes.

Key Stage 1 is taught in two cycles. In both cycles, the children will cover the six main world religions and their own personal experiences under the headings of special places, special words and stories, and special ways of living. In the two cycles each of these areas will be revisited and different questions will be considered.

Key Stage 2 has three cycles for Woodpeckers and Kestrels. Over these three years the children will cover the six main world religions in detail for a term and a half, allowing them to deepen their understanding and discuss their own feelings and experiences, drawing on PSHE for a cross-curricular experience.

Owls class will focus on Humanism and have a full experience of discussing and debating the elements of this religion.

There may be times when it is appropriate to work in vertical groups (all years together) on certain aspects of a religion, for example on special religious dates throughout the year. However, sessions are carefully planned to ensure they meet the age and ability of the children. Further information regarding yearly overviews can be found in the RE Subject Leader file.

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 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 they 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 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.

The local Minister visits the school once a half-term and conducts an assembly usually based on a Christian story.

If the focus of our RE day is Christianity then we may invite the Minister to begin our day with a special assembly. Where possible we may invite other representatives from other faiths.