

Great Orton Primary School



RE Policy

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Intent

The aim of RE teaching at Great Orton is to stimulate the children's interest and understanding of the different members of our community and the wider community. We aim to provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging of many different religions. We aim to teach pupils to develop respect for others, including people with different faiths and beliefs, helping to challenge prejudices. This in turn will help prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. We hope that our approach encourages empathy, generosity and compassion.

Implementation

In order for children to develop a coherent knowledge and understanding of R.E. we use two key approaches – Pathways and Enquiry. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

R.E. National Curriculum Aims

Adopt an enquiry- based approach- as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
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Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
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Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
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Develop a sense of awe, wonder and mystery.
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Nurture children's own spiritual development.
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These aims are met through our approach to imparting knowledge, skills and enquiry.

The Curriculum for RE

R.E. is a broad and varied subject which spans the whole world and the entire human timeline. In order to make sense of this and bring cohesion, we use R.E. Pathways. These pathways have been designed to simplify the subject by providing a small number of lenses through which different topics can be viewed. By looking at all R.E. topics through these same lenses, children will develop a strong understanding of those concepts and be able to compare and contrast different people, beliefs and cultures

R.E. Pathway	Definition
Beliefs	Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.
Practices	Exploring the impact of religions and beliefs on how people live their lives.
Expression	Appreciating that individuals and cultures express their beliefs and values through many different forms.
Identity	Understanding how individuals develop a sense of identity and belonging through faith or belief.
Meaning	Exploring some of the ultimate questions that confront humanity and responding imaginatively to them.
Values and commitments	Understanding how moral values and a sense of obligation can come from beliefs and experience.

These Pathways are introduced gradually in Key Stage 1 and are then used in each topic thereafter. By the end of Year 6, children will have built up a large bank of historical knowledge and the structure to clarify their thinking.

Enquiry Approach

Each topic of the R.E. Curriculum is guided by a Topic Question. Teachers will impart the knowledge and skills needed for the children to answer this question. Each lesson is also based around a question. Teachers focus learning on answering this question. This enquiry approach has two benefits – it trains children to think like a historian and helps to focus learners on the key points.

Local Perspective

Reference is made to the local area where appropriate in R.E.. One of our aims in R.E. is to help children to understand why life is the way it is. Why is our culture the way it is? Has our country or local area been different and why did it change?

Including a local perspective in our R.E. topics where possible or appropriate allows for increased interest and the potential for a meaningful hidden curriculum.

A local perspective often gives rise to primary sources and resources.

Impact

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for secondary school.

- They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- They will take pride in all that they do, always striving to do their best.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- They will develop a sense of self-awareness and become confident in their own abilities.
- They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.
- They will have an informed awareness of the world and a sense of what they can achieve in it.
- Children will demonstrate 'Inspired Home Learning'

RE specific impact:

- Children will be able to evaluate, compare and contrast
- Children will be able to organise their own enquiries and communicate fact and opinion clearly using a range of precise technical vocabulary.
- Children will have a broad knowledge of Religion and our wider community.
- Pupils will develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Pupils will consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion

Adaptive Teaching and SEND

All children are included in the R.E. curriculum, and this can be facilitated in a number of ways. Much of this support is shared with other subjects and constitutes good inclusion practice in school. Teachers will pay close attention to the arrangement of visitors and visitors.


Types of support	Example
Resources	Differentiated texts, practical resources, aided language displays, videos, social stories
Visits	Ensure that all children can go on visits and take part in activities without being excluded by disability, ASD, medical condition

Outcome	Outcomes could be written, verbal, drawn, acted, produced with aid of technology
Support	Peer, Teaching Assistant, Teacher, technology support

E-Safety

During the course of RE lessons, children may require the use of ICT to support their learning. For example, they may use the computers/ipads to research a topic, use forums/email to ask questions and gather information or use a specific software package related to the lesson. In such a case, the E-Safety Policy 2022 and its procedures apply and children should be reminded of their responsibilities and awareness of potential threats. If a child sees/reads something offensive or disturbing, they should switch off their monitor or close the netbook/ipad and report it to the teacher who will then report the incident to the ICT Subject Leader and/or Head Teacher as appropriate.

Assessment, Record Keeping, Reporting and Monitoring

	Skills Explain beliefs and teachings alone juster from Christian and Muslim texts. Compare and contrast Christian and Islamic beliefs. Describe clearly examples of the impact of charitable work in the world today. Evaluate the impact of the charities on the world. Raise questions about charity, justice and the impact of religion, suggesting answers.	Key Learning Both Christian and Islamic relief raise money within their community but send it on wherever it is need. Christian teachings of Jesus and Paul on relief and justice and their meaning for Christians today. Muslim teachings in the Quran and Hadith: Muhammad overcomes hatred with kindness. Both charities work in areas such as medical, educational, agricultural, emergency relief and conflict reduction. Christian and Islamic relief do not proselytise (try to convert people to their religion), but work together in an interfaith fashion, co-operating.
	Engagement	
	Below Above	Below Above
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

At the end of each topic teachers complete a form that shows which children have not met the standard, which have exceeded, and which children have shown specific interest or gone 'above and beyond'.

Roles and Responsibilities of the Subject Leader

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of RE teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan,
- to attend relevant INSET training and feedback to staff;
- to review regularly the contribution made by RE to a meaningful curriculum.

Appendix A – Long Term Plan

RE – LTP Great Orton Primary School

EYFS and KS1 3 Year Programme						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A <i>*started Jan 23</i>	Introduction to RE, what is God and what does it mean to believe?	Why do Christians celebrate Harvest?	Who celebrates what, how and where in Cumbria?	Why does Easter matter to Christians?	Introducing Buddhism	Who made the world? Understanding Christianity
Year B	Introduction to RE, respecting different beliefs	Why do Christians give gifts at Christmas and what are the messages of Christmas?	Beginning to learn Islam – stories of the Prophet and what can we learn from Muslims in Cumbria	How do Christians celebrate Easter?	Beginning to learn Sikhism – Stories of the Sikh Gurus and The Gurdwara	Questions that puzzle us.
Year C	How do Christians show they are thankful at Harvest?	What do Christians believe God is like?	Why do Christians put a cross in the Easter garden Understanding Christianity (Salvation)	Holy Places– Sikhs, Muslims and Christians	What is it like to follow God? Understanding Christianity (People of God)	Holy Books – Sikhs, Muslims and Christians

	Year 1 Topic
	Year 2 Topic

KS2 4 Year Programme						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	What is it like to be Hindu – Community, Worship, Celebration	Can religions help when times are hard?	What is it like to be Jewish	What do Christians believe Jesus did to save human beings??	Christian Pentecost	An enquiry into visiting places of worship
Year B	What do Christians learn from the Creation story?	What is it like to be Sikh in Cumbria?	For Christians, what kind of king was Jesus?	Christians and how to live – what would Jesus do?	Keeping the 5 Pillars of Islam	Christian Aid and Islamic Relief: can they change the world?
Year C	What does it mean if Christians believe God is holy and loving?	What are the deeper meanings of Christian, Sikh and Muslim festivals?	What kind of world did Jesus want?	What will make Cumbria a more respectful community?	Why do Hindus want to be good?	What matters most to Christians and Humanists?
Year D	Why does the Prophet matter to Muslims?	What is it like to be Jewish – Family, Synagogue, Torah	Hindu, Jewish and Islamic prayer – what, where, how, when, why.	Why do Christians call the day Jesus died "Good Friday"?	What impact do people's beliefs have in their lives?	What can we learn from Christians and Muslims about temptation?

	Year 3 Topic
	Year 4 Topic
	Year 5 Topic
	Year 6 Topic

Appendix B – Example of differentiation on MTP

Week/Objective/ Syllabus Links	Outline of lesson	Differentiation
<p>1</p> <p>Children will: Find out what special times are celebrated and talk about how celebrations happen</p> <p>A1, C1</p> <p>ELG: People, Culture and Communities</p>	<p>Fill a box with a selection of cards and wrapping paper depicting different occasions e.g. birthday, wedding, christening, Christmas, Mother's Day, a 'spent' firework. A 'Celebrations Box'.</p> <ul style="list-style-type: none"> • Pass the box round for the pupils to choose an item and describe it. Can they guess when we send each card or which wrapping paper we would use? Who would you give the card and gifts to? • Explore feelings about celebrations. Use a 'Feelings Box' containing 'feelings' words – happy, full of fun, joyful, glad, together, excited: when do we feel these emotions? Do they link up with any of the things in the celebration box? • Talking about some well-known celebrations – birthday, Christmas, Diwali and others – is good, but will be developed more fully later in the unit. • Ask children to choose presents and cards for people celebrating different festivals and events: what would they give to someone for a wedding, birthday, baby naming, Christmas, Eid, Diwali celebration? (Can be done on whiteboards show and tell) <p>Discussion and pictures for book. Children list some of the festivals. Can they link the festivals to any religions?</p>	<p>EYFS:</p> <p>Discussion and pictures for book. Have key vocabulary displayed/emotions cards ready if needed.</p>
		<p>Y1:</p> <p>Discussion and pictures for book. Children list some of the festivals.</p>

Appendix C – EYFS

Progression of R.E. Knowledge and Skills

EYFS: Understanding the World

Development Matters

Reception:

- Build constructive & respectful relationships
- Express their feelings and the feelings of others
- Show resilience and perseverance
- Be tolerant of others
- Listen to and talk about stories to build familiarity and understanding.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG

People & Places

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.

Building relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

How this achieved in EYFS

- Discuss and share family celebrations such as Christmas and birthdays.
- Who lives and works in our community? - What can we do?
- Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Bonfire night.
- National festivals explored including Remembrance Day.
- Share stories from around the world – discuss similarities and differences seen.
- Looking at RE through Art.
- Role playing stories e.g Easter
- Music and songs

Knowledge: By the end of EYFS the children will know...

Knowledge:

- The key events from the nativity story.
- That stories have changed over time and that we must go back to the original texts to understand what happened.
- Understand why people perform nativity plays and where the first ones came from.
- Jesus welcomes everyone even the little children.
- Jesus loves everyone so much that he even knows the number of hairs on someone's head.
- Salvation – I know that...
- Christians remember Jesus' last week at Easter.
- Jesus' name means 'He saves'.
- Christians believe Jesus came to show God's love.
- Christians try to show love to others.

Vocabulary:

Creation, Adam, Eve, Animals, Respect, Believe, Stewardship, Parables, Pearl, Precious, Incarnation, Jesus, Christmas, Heaven, God, Wise men, Magi, Shepherds, Nativity, Incarnation, Human, Saviour, Herod, World, Salvation, Jesus, Cross, Disciples, Donkey, Hosanna, Palm leaves, Palm Sunday, Good Friday, Easter Day, Resurrection, The Good Samaritan.

Thematic units Special Stories Religious, Muslims, Islam, Hindus, Hinduism, Christianity, Christians, Believe.