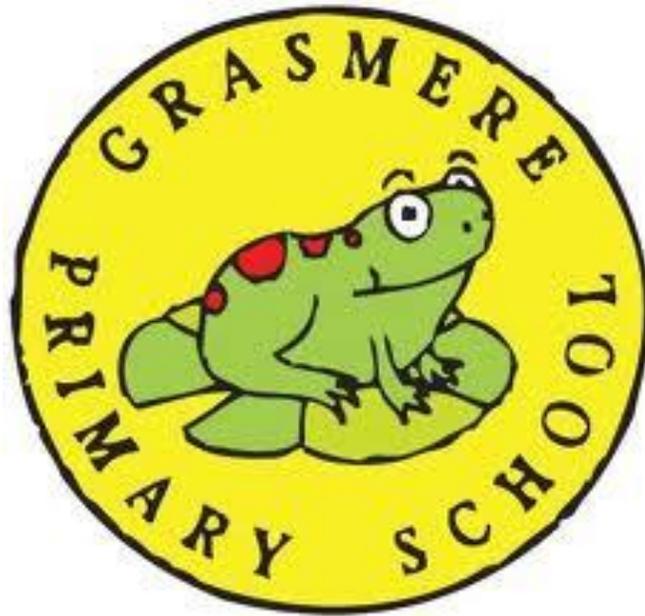
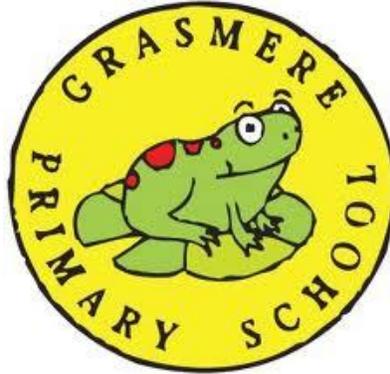


Grasmere Primary School



Religious Education Policy Jan 2022



Grasmere Primary School Religious Education

Our Values, Our vision:

We are kind:

Together we make friendships and work with everyone using compassion and humility. We are restorative: we communicate calmly and listen to each other.

We are brave:

Regardless of where we begin, everyone at Grasmere has the courage to aim high and achieve with confidence. We are not afraid to make mistakes and learn from them. We feel safe to take on a challenge and push our talents with determination and a thirst to question and satisfy our curiosity.

We are creative:

We make our learning exciting! We enjoy many enriching opportunities through a broad curriculum. We feel engaged and enthusiastic to discover and enhance our skills and knowledge.

We have respect:

We are a diverse community. Our staff, students and entire school community work in harmony, inclusively shaping the way we behave to grow, understand and celebrate difference and contribute to society in a meaningful way.

**Grasmere Primary School
Growing Minds, Promoting Success**

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Curriculum Statement

Rationale

Religious Education makes a vital contribution to the education of our children at Grasmere Primary School. It enables teachers to foster children's spiritual, moral, social and cultural development and engages children in learning about and from religion. Through the study of beliefs and practices children are given the opportunity to think about ultimate questions that concern all of humanity. Children are able to develop skills such as empathy, interpretation, expression and evaluation. RE lessons play a vital role in enhancing the school ethos of respect, responsibility, determination, aspiration and empathy. RE contributes to PSHE, and multi-cultural awareness.

The 1988 Education Reform Act provides a legal framework for the provision of Religious Education and states that Religious Education must be taught to all pupils aged 5-18. At Grasmere Primary School, we follow the Hackney Agreed Syllabus for Religious Education which is a statutory order.

In accordance with the 1988 Act, the Agreed syllabus reflects the fact that religious traditions in Great Britain are in the main Christian whilst taking account of teachings and practices of other principal world religions represented in Great Britain.

At Grasmere Primary School, Foundation Stage, Key Stage 1 and 2 children focus on Christianity, Hinduism, Sikhism and Islam, Buddhism and Judaism. Legally, the Agreed Syllabus must be non-denominational and must not be designed to convert pupils or to urge a particular religion or religious belief on pupils. We at Grasmere Primary School treat all belief systems with respect and encourage children to do the same.

Aims

Religious Education at Grasmere Primary School provides opportunities for the children to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the principal religions represented in Great Britain.
- Develop awareness of and respond to fundamental questions of life raised by human experience and how religious teaching can relate to them.
- Reflect on their own beliefs, values and experiences in the light of their study.
- Develop a positive attitude towards other people respecting their right to hold beliefs different to their own and living in a society of diverse religions.

These aims are underpinned by the ethos and aims at Grasmere Primary School. We emphasize the importance of children being aware of and respecting the needs of others in a caring, multi-cultural community. The children will learn about religions by focusing on traditional belief systems. This will be developed by considering questions of human experience in the light of the children's knowledge of the religion and learn from this by being encouraged to develop their own beliefs and values.

Intent

In line with the current Hackney Agreed Syllabus for Religious Education, Religious Education will be delivered in school to meet the agreed syllabus aims by:

- Including knowledge and reference to religious and nonreligious beliefs and worldviews, practices and ways of life.
- Develop knowledge and understanding of all members that make up our rich and diverse community.
- As part of the syllabus at each Key Stage, visits to local places of worship are encouraged as are visits by members of SACRE and faith communities to local schools.
- Develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- Develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives. The syllabus has been created in a cyclical format to enable children to revisit and build on their prior knowledge of the different beliefs and practices taught across the school.

The syllabus also allows for teachers to be flexible and adapt the term in which units are taught in their year group, to allow for cross-curricular links or involvement with parents or other members of the community. Hackney SACRE promote RE and Collective Worship in the Borough, develop the good teaching of Religious Education in schools and support community cohesion. At Grasmere Primary School, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

Implementation

RE is taught weekly, with planned opportunities to link with key dates and religious festivals, opportunities to celebrate festivals and religions with greater relevance and consistency. Work is recorded in RE books and can be evidenced with a variety of outcomes suggested on the scheme of work, written piece, artwork, photo. Religious education is taught in our school (according to the Hackney Agreed Syllabus Religious Education)

1. Open and objective, it does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
2. It endeavors to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
3. Promotes the values and attitudes necessary for citizenship in a multi-faith and multiracial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures
4. Recognises similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
5. Is not the same as collective worship, which has its own place in the educational life of the school – together with RE it can contribute to an informed, reflective, compassionate and caring school and community.
6. Promotes community cohesion through linking with partner schools.
7. Recognises and celebrates the range of cultures and diversity of the school through workshops, assemblies and shared experiences.

Impact

At Grasmere Primary School, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of work taught and learnt during each year group's We celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. As part of the syllabus at each Key Stage, visits to local places of worship are encouraged as are visits by members of SACRE and faith communities to local schools.

Teaching and Learning

- Religious Education allows us to experience the similarities and differences within our multi-cultural community.
- Religious Education creates wonder and awe.
- Religious Education develops enquiry through making links.
- Children are encouraged to ask their own questions and be given opportunities to celebrate and use their own experiences and research to discover the answers. This curiosity is celebrated within the classroom.
- Teachers ask a range of questions which enable all children to take part, listening carefully to answers and taking learning forward, using open and closed questions and allowing children time to think.
 - Planning involves teachers creating engaging lessons, often involving high quality religious artefacts, visits or visitors as resources to aid understanding of conceptual knowledge.
 - Teachers use precise questioning in class to test conceptual knowledge and skills and assess children regularly to identify those children with gaps in learning, so that all children keep up.
 - This is developed through the years, in keeping with the topics.
 - Teachers demonstrate how to use religious artefacts, and or visitors in order to embed an understanding of religious practices and beliefs.

The teaching of Religious Education is organised in half termly units. This promotes depth in the teaching and learning of each Religious Education topic throughout the course of each topic. Religious Education lessons focus on the key features of learning about and learning from religion, so that children learn to use a variety of approaches to answer relevant questions.

EYFS

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS.

It can contribute particularly to:

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development.

EYFS follow the new EYFS 2021 curriculum to design, plan and deliver RE across the Statutory Framework for EYFS.

Lessons and activities foster children's learning and understanding of the world, including people and communities.

KS1 and KS2

Children in KS1 and KS2 follow the Hackney Agreed Syllabus, which details what and how RE should be taught in our schools in Hackney.

Schemes of work include assessment, differentiation, resources, and are created to support teachers in monitoring pupil progress whilst inclusively teaching the subject. Progress in religious education depends on the application of general educational skills and processes. The following skills are central to religious education and should be reflected in learning opportunities in KS1 and KS2:

- Investigating: Knowing what may constitute evidence for understanding religions
- Interpreting: The ability to draw meaning from artefacts, works of art and symbolism.
- Reflecting: The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.
- Empathy: The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- Evaluating: Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
- Synthesising: Linking significant features of religion together in a coherent pattern.
- Analysing: Distinguishing key religious values and their interplay with secular ones.
- Applying Knowledge: Identifying key religious values and their interplay with secular ones.
- Expressing Knowledge and Ideas: The ability to explain concepts, rituals and practices.

Cross curricular links

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through Religious Education lessons to other areas of the curriculum.

- Recording the Religious Education activities they have taught in school.
- Selecting fun activities for homework projects and celebrations.
- Attending staff meetings to discuss ways we can improve Religious Education

Home Learning

Religious Education is a subject that relates to our understanding of the world around us. As such, it is one of the most relevant subjects that children can engage with at home. At Grasmere we actively encourage children to continue their investigations into religious practices, beliefs, festivals and celebrations at home.

Equal Opportunities

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions and learning from that experience.

- Commitment: Understanding the importance of commitment to a set of values by which to live one's life.
- Fairness: Listening to the views of others without prejudging one's response.
- Respect: Respecting those who have different beliefs and customs to one's own and the avoidance of ridicule
- Self-understanding: Developing a mature sense of self-worth and value.
- Enquiry: Curiosity and a desire to seek after the truth and willingness to value insight and imagination as ways of perceiving reality.

Inclusion

We aim to explore creative and flexible ways of providing RE. RE should be taught in ways that is safe, enjoyable and yet exciting, and this is achieved through the delivery on RE in a variety of teaching methods that is inclusive to all, whilst also offering opportunities for differentiation. Children are encouraged to deploy skills, ask questions and explore answers, as learners, to continually extend their learning.

Assessment

Children's progress is continually monitored throughout their time at Grasmere Primary School and is used to inform future teaching and learning.

By the end of each key stage, children are expected to know, apply and understand the, skills and knowledge specified in the programme of study as set out in the Hackney Agreed Syllabus. Children receive effective feedback through teacher assessment, both orally and through written feedback in line with the success criteria.

Children are guided towards achievement of the main objective using levelled I can statements, provided by and explained by the teacher.

These statements are also used as a peer marking assessment tool. KWL grids (what I know, what I'd like to know and what I have learnt) are used to introduce each topic to promote pupil voice and ensure that the programme of study take account of the children's prior knowledge, understanding and interests.

This strategy also ensures that misconceptions are quickly identified and addressed within the teaching sequence.

Assessment and review take place throughout the topic with the use of 'I Can Statements' and the KWL grid as well as a class-based end of unit assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

However, children are more formally assessed half termly in KS1 and KS2 using a variety of methods as well as observing children at work, individually, in pairs, in a group, and in classes

Planning and Resources

All teachers have a copy of the long term, medium term and weekly planning.

For good Religious Education learning to take place evidence of the following should be found in classroom:

- An active learning environment
- Children using open-ended investigations
- Children being encouraged to ask questions and discussing their work and ideas.
- Children devising and conducting their own investigations within the context of the relevant curriculum content
- Children recording their findings in a variety of ways.
- Children showing enjoyment in the activities they are undertaking
- Cross curricular approaches to Religious Education.

We have some Religious Education resources to aid and support the teaching of all units and topics taught, from EYFS to Y6. Also teachers supplement these with the high quality resources from the Islington Library Service.

RE resource boxes for all the Religions are in the storeroom where they are labelled and easily accessible to all staff.

Religious Education Overview

We have used the Hackney Agreed Syllabus to map out our Religious Education units and to ensure all areas are covered by the end of KS2.

Hackney Religious Education Primary Schemes of Work Framework

		Autumn			Spring		Summer	
		A1	A2	B1	B2	C1	C2	School designed unit
Y 1	<p>How and why do people celebrate harvest? Hindi/song words, food packets, and a photo of a sunrise Thank you cards and an invite Dialogue Luby, and a collage (Including Sukkot) - Revised June 2018</p> <p>What do Hindus believe? Roles and characteristics Images/stories of Ganesh Images/stories of Krishna Comparison of Avatars and Role Models Revised June 2018</p> <p>What is special about Guru Nanak? Birth ceremonies, stories and images of Guru Nanak Birth cards, Guru Nanak images Revised June 2018</p> <p>How does the synagogue show what is important to Jews? 10 commandments, Torah Synagogue Tour guide, Torah question Torah cover, synagogue feature Revised July 2018</p> <p>What did the Buddha teach about living a better life? Anica and 4 Noble Truths Kira and Buddhist Teachings Haiku and eightfold path Revised June 2018</p> <p>What do Jews believe are their responsibilities to God? Shema, Adhan, Genesis, teachings on charity and environment Charity Charities Leaflet Revised June 2018</p>	<p>How and why do Christians celebrate Christmas? Images of Jesus, carols Nativity Nativity story, precious gifts Precious gifts, advent calendar Revised September 2018</p> <p>What Values Does Hanukkah teach? Hanukkah story Hanukkah and Jewish people today Dreidel and Hanukkah Revised September 2018</p> <p>What can we learn from the Bible? When Bible read, own stories Parables, prayers, psalms Bible cover design, Storyboard Prodigal Son Revised September 2018</p> <p>How do those who believe build a relationship with God? Beliefs, Murts symbols, places of worship Mandir inside a Mandir Murts Revised September 2018</p> <p>What happened to Islam in the Middle Ages? Maps, inventions, Crusades Presenting research, 5 Pillars War Revised September 2018</p> <p>How does being in a community help Buddhists to follow the Buddha's teachings? Dharmas, Metaphor of flat Monastic life and Buddhist temples Buddhist Temple Buddhist Shrine Revised October 2018</p>	<p>Who are the Muslims in our community? 5 pillars or fingers of Islam Adhan (call to prayer) Halal scenarios Speech bubbles/diaries Revised November 2019</p> <p>What does it mean for a Christian to belong to the church? Collage of beliefs and symbols Symbols of cross/crucifix Features of a church building Infant baptism ceremony Revised November 2019</p> <p>Who are the Jews? Stories of Abraham Abraham and Refugees Research Temple and festivals Jewish identity collage Abraham and Jewish Identity Revised November 2019</p> <p>How do different Christians show their beliefs? Features in/of different churches Tour guide or leaflet for a church Guest-speaker or ... Visit to a church Investigate template of a feature Revised November 2019</p> <p>What are some of the beliefs and values of Sikhism? Sikh prayer: 5 K's, Gurdwara Beliefs and values in Sikhism Sikh beliefs and values in our society Revised November 2019</p>	<p>What does Diwali teach Hindus about good and evil? Diwali story Ideas about 'good' Diwali celebrations Diwali card Symbolism of good in Diwali Revised January 2018</p> <p>Why do Christians celebrate Jesus' resurrection at Easter? Why Jesus is special to Christians Events in Jesus' life Easter card How cards show beliefs about Jesus Revised January 2018</p> <p>How do features of a mosque help Muslims pray? 5 pillars, mosque features wudu, plan of a mosque local mosque prayer mat and mosque design Revised January 2018</p> <p>Why is the Qur'an special to Muslims? Muhammad pbu and Surah Speaker/Videos Qur'an questions Letter to library Revised January 2018</p> <p>What can we learn from the past? Seder Plate Speaker/survivor stories Lisa's story Museum teachings and responses Memorials Revised February 2018</p>	<p>What is important to Jews? Abraham's story and Shema Shema and Shabbat table Kippah or Mezuzah Revised April 2018</p> <p>How do we know what is right or wrong? Rules for living: beliefs about heaven, hell, forgiving and temptation; Buddhist Wheel of Life and prayer Symbolic clothing, temptation, a world without forgiveness Temptation 10 commandments Revised April 2018</p> <p>Why do believers go on pilgrimage? Special places Pilgrimage sites Brochures Hajj Revised April 2018</p> <p>What happens when we die? Poem, Research funeral practices Thought logs/personal responses Poem Own beliefs Revised June 2018</p> <p>How are women valued and treated in religion and beyond? Hero's stories, religious texts, quotes Heroes Interviews Heroes changing beliefs and values June 2018</p> <p>How did the world begin? Creation accounts, inc Genesis Own creation story and celebration Personal response to ultimate questions Explanations of creation theories Persuasive arguments May 2018</p>	School designed unit	School designed unit	School designed unit
Y 2								
Y 3								
Y 4								
Y 5								
Y 6								

Trips

We are constantly looking for new and meaningful experiences that will enrich the Religious Education understanding and investigative skills of the children we teach.

All classes go on Religious Education based trips several times a year.

Expectations

- Long term planning for Religious Education will be based on the agreed curriculum map for each year group.
- Medium term planning will take place every half term, and an overview of learning objectives written towards the Hackney Agreed Syllabus
- We are committed to link our learning in Religious Education to other areas of the curriculum. Speaking and Listening is actively promoted.
- The assessment of knowledge and skills will be planned for as part of the teaching process.
- Differentiation of activities will be made in the planning as appropriate to the pupils being taught based upon their prior knowledge, understanding and skills. Most differentiation in Religious Education will be made through the use of questioning and support offered.
- Teachers in their planning of activities will consider safety issues. Children should always be encouraged to consider safety for themselves, others, the environment and the resources they use when undertaking Religious Education activities.
- Pupils will normally be organised into small groups and encouraged to work cooperatively for Religious Education work.
- A wide range of teaching and learning styles will be used, with an emphasis on investigative, rather than illustrative practical activities.
- Pupils will be involved in a variety of structured activities and in more open ended investigative work.
- Lessons will be planned to develop good observational skills
- Religious Education in the Early Years is taught as an integral part of the Topic Work covered throughout the year. There is specific content within the learning area, knowledge and understanding of the world
- Interactive displays of Religious Education work will be used to emphasize and raise the importance of Religious Education in the school.
- Equal opportunities in Religious Education will be given to all pupils. (See Equal Opportunities policy).

The Role of the Subject Leader

- Be responsible for the development of Religious Education in school.
- Monitor the effectiveness of Religious Education in school.
- Support teachers in their planning and strategies for classroom management.

- Disseminate new information.
- Provide or organise staff training and disseminate information to colleagues.
- Raise the profile of Religious Education at Grasmere through their own practice, by promoting Religious Education displays around the school and by providing teachers with information on various religious festivals celebrated throughout the year
- Develop opportunities for parents/carers to become involved in Religious Education.
- Organise, maintain, audit and order Religious Education resources.
- Ensure that children’s understanding of different religions and beliefs, as well as places of worship, is supported by frequent, continuous and progressive learning outside the classroom.

Parents

Grasmere recognises home as a major resource for learning, and encourages children to report on home observations and practices. We recognise that the teaching of religious beliefs usually begins in the home, and that carers and parents have a valuable role to play in assisting in their child’s learning. We encourage parents to share beliefs and practices in class. Each year group sends home a Curriculum letter, wherein it outlines the Religious Education topics to be taught. Children are given homework to support content of curriculum, and serves as an opportunity to involve parents by encouraging them to participate in their child’s learning. Parents are informed of their child’s learning at Parent’s Evening and in the annual end of year report.

Monitoring and Review

At Grasmere Primary, we self-evaluate through our school development plan and action plans. Delivery of the Religious Education policy will be monitored within the school monitoring cycle: teacher observations, planning and interactive learning diary monitoring, interviews with children, analysis of the data and parent/carers feedback.

Time and weight in the curriculum

- In Key Stage 1, RE should be taught for at least 36 hours per academic year. This averages approximately 1 hour per week.
- In Key Stage 2, RE should be taught for approximately 45 hours per academic year. This averages approximately 1 hour 10 minutes per week.

Policy formulated: January 2022

To be reviewed: January 2025

Signed: _____ Headteacher

Signed: _____ Chair of Governors