

# Stonegate C E Primary School



## **RE Policy**

Adopted: October 2019

Review: October 2022

# SCHOOL VISION

**Stonegate Church of England Primary School is a community founded on Christian Values: Courage, Friendship, Respect and Trust embracing every child and their family. We provide a safe environment, where a lifetime love of learning begins, the whole child is nurtured and each child is valued and able to thrive.**

## **Love of learning for life.**

I came to give life — life in all its fullness. John 10:10

We aim to offer children from all backgrounds an inspiring, aspiring and interesting curriculum, based on real experiences, which will encourage in the pupils a lifelong love of learning and an ambition to do well in anything they try.



## **Introduction**

Religious education is unique in the school curriculum – neither a core nor a foundation subject.

Religious education contributes to the education of each child and has an equal standing with other subjects in the national curriculum.

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

With this in mind, our syllabus is based on the East Sussex Agreed Syllabus for Religious Education and is structured around key questions, the exploration of which encourages pupils to develop and use their skills of reflection, interpretation, analysis and application, as well as developing their knowledge and understanding of religion and belief.

Religious education at Stonegate Primary School enables pupils to explore meaning and purpose in their lives and provides, within the curriculum, a reminder that education concerns the whole person: body, mind and spirit.

## **Aims**

- To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- To provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- To develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- To enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- To enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- To encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.
- To enable all children to be able to engage with the curriculum to the fullest extent regardless of their level of attainment in core subjects

## **Teaching and Learning**

- Each class has an RE lesson per week plus daily worship together in the hall, church or classroom. Allocations are in line with the ESCC agreed syllabus i.e. 50 minutes per week in KS1 and 70 minutes per week in KS2 on average.
- The teaching method employed will vary according to the age, ability and experience of the children.
- Currently we prepare child led services for Harvest, (Remembrance Day), Christmas, Easter and the end of the school year.

All these activities provide valuable opportunities to link with the local community and parents.

## **Planning**

At Stonegate we use the recommended Curriculum from the Diocese – Understanding Christianity. We supplement this curriculum by adding two units a year which teach our children about other world faiths.

The curriculum is taught using our indoor and outdoor environment and children are provided with a range of opportunities to demonstrate their understanding and skill progression.

To support the effectiveness of our teaching, we aim to deliver the same theme / unit across the school at the same time. This we have found leads to quality discussions amongst our staff and improved experiences for our pupils.

Curriculum Map	Year 1 of 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation	Incarnation	Judaism	Salvation	Gospel	Buddhism

Curriculum Map	Year 2 of 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	People of God	Hinduism	Gospel	Salvation (Digging Deeper)	Kingdom of God	Islam

We teach RE to the reception children as an integral part of the topic work covered during the year. As the reception year is part of the Foundation Stage of the National Curriculum, we relate the religious aspects of the children's work to the objectives set out in the Early Years Goals.

RE contributes to a child's personal and social development through the moral and spiritual aspects and also from different world cultures increasing a child's awareness of the religions around the world.

## **Assessment**

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus and in Understanding Christianity.

The skill development in these units is monitored using assessment statements developed from the Chris Quigley Essentials Curriculum. This is recorded 3 times a year on a Local Authority developed Sims Database.

We are developing an assessment system to show children's progress over a two year Milestone period (Year 1/2, Year 3/4 and Year 5/6) in their ability to:

- Reflect

- Understand values
- Understand beliefs and teachings
- Understand how beliefs are conveyed
- Understand practices and lifestyles.

The development of skills can be found in Appendix 1.

Progress in RE is reported annually to parents and has a prominent position in the end of year report.

### **Equal Opportunities**

The contribution of all children will be valued and his / her views taken into account regardless of background, race or gender.

### **The Subject Leader**

Will have regular opportunities to:

- Review, monitor and co-ordinate the RE policy and its implementation.
- Support staff in the implementation of the schemes of work.
- Select and order resources.
- Provide INSET as and when the school improvement plan indicates.
- Develop their own leadership skills through targeted CPD.

### **Contribution of Religious Education to the teaching of other subjects.**

Starting in the 2019 – 2020 academic year we will be using themes from Religious Education (Including our core values) to develop Golden Threads through our Learning Journeys. This will further cement the teaching of Religious Education in all we do.

### **English**

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Some of the texts that we use in our learning journeys have religious themes or content relating to our values, which encourages discussion and this, is one way of promoting the skills of speaking and listening.

We also encourage the children to record information and write prayers which helps to develop their writing ability.

### **ICT**

We use ICT where appropriate in Religious Education. The children find, select and analyse information using the internet.

They also use ICT to review, modify and evaluate their work and to improve its presentation.

## **Art, Drama, Outdoor Learning and Cookery**

We use Art, Drama, Outdoor Learning and Cookery where appropriate in Religious Education. To bring the curriculum to life we aim to use the wide range of stimuli that these subjects provide to our pupils to flourish and gain a deeper understanding.

These sessions can be supported by outside agencies or members from our school community.

## **PSHE**

Through our Religious Education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour.

We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.

## **Resources**

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a separate box of equipment and a collection of religious artefacts for each religion.

## **Conclusion - The Importance of Religious Education**

RE at Stonegate CE Primary develops pupils':

- Knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- Understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- Understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- Skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- Skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

It also encourages pupils to:

- Consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- Understand the influence of religion on individuals, families, communities and cultures;
- Learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- Learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

It enhances pupils':

- Awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- Ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

And offers:

- Opportunities for personal reflection and spiritual development.

RE at Stonegate CE Primary does not:

- Seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another.

RE at Stonegate CE Primary is not:

- The same as collective worship, which has its own place within school life (See Collective Worship Policy)

**Table 4: Progression through the three cognitive domains.  
Religious Education – Milestone 1**

Learning Objective	Key Indicators	Basic	Advancing	Deep
To understand beliefs and teachings	Describe some of the main festivals, celebrations and teachings of a religion.	With the support of a teacher, some of the main festivals, celebrations and teachings of a religion are explored.	Generally, some of the main festivals, celebrations and teachings of a religion are described.	The main festivals, celebrations and teachings of a religion are described and explained with some interesting detail.
To understand practices and lifestyles	Recognise, name and describe some religious artefacts, places and practices.	During structured activities, some religious artefacts, places and practices are explored.	There is a growing knowledge of some religious artefacts, places and practices, and some are chosen and described.	There is an in-depth understanding of some religious artefacts, places and practices which are described in interesting and accurate detail.
To understand how beliefs are conveyed	Name and explain the meaning of some religious symbols.	With the support of a teacher, the names and meanings of some religious symbols are explored.	Some religious symbols are selected, named and their meanings described.	Some religious symbols are named and described with interesting and accurate detail.



**Religious Education – Milestone 1**

Learning Objective	Key Indicators	Basic	Advancing	Deep
To reflect	Identify the things that are important in one's own life and compare these to religious beliefs.	During structured discussions, important aspects of one's own life and how this compares to religious beliefs are explored.	There is a growing understanding and some good explanation of how important aspects of one's own life compares to religious beliefs.	Aspects of one's own life are chosen and compared to religious beliefs from a number of religions.
	Relate emotions to some of the experiences of religious figures studied.	With the support of a teacher, emotions are explored and links pointed out to the experiences of some of the religious figures.	There is a growing ability to explain how emotions relate to some of the experiences of religious figures.	Emotions are related very well to some of the experiences of religious figures and described in some interesting detail.
	Ask questions about puzzling aspects of life.	During structured discussions, some questions about puzzling aspects of life are explored.	During discussions, some questions are raised and opinions given about some puzzling aspects of life.	During discussions, well-considered questions are raised and opinions given and justified about some puzzling aspects of life.
To understand values	Identify how one has to make choices in life.	During structured discussions, there is some exploration of how one must make choices in life.	There is a growing understanding that one must make choices in life and some good examples of this are described.	There is a good understanding that one must make choices in life, including some that are very difficult. Good examples are provided and described well.
	Explain how actions affect others.	There is some awareness of how actions affect others.	There is a growing understanding that actions affect others in a variety of ways, some of which can be explained.	There is a good understanding that actions affect others in a wide variety of ways, which are explained with interesting examples and details.
	Show an understanding of the term 'morals'.	During structured discussions the term 'morals' is explored.	There is a growing use of the term 'morals' when discussing behaviour and decisions.	There is a good understanding of the term 'morals' and many good examples of how it can be applied to familiar situations are provided.



## Religious Education - Milestone 2

Learning Objective	Key Indicators	Basic	Advancing	Deep
To understand beliefs and teachings	Present the key teachings and beliefs of a religion, making reference to religious figures.	When encouraged, some good examples of the key teachings and beliefs of a religion are given.	Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures.	Key teachings, and how they relate to religious figures, are presented with interesting detail and explanations.
To understand practices and lifestyles	Identify religious artefacts and buildings and explain how and why they are used.	There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used.	Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.	Religious artefacts and buildings are identified rapidly, and detailed and interesting explanations of how and why they are used are provided.
	Explain some of the religious practices of both clerics and individuals.	When encouraged, some good examples of explanations of the religious practices of clerics and individuals are given.	Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.	Well-thought out explanations, along with telling examples, of the religious practices of clerics and individuals are given.
To understand how beliefs are conveyed	Identify religious symbolism in literature and the arts.	With support, religious symbolism in literature and the arts is explored.	There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.	Good, well-explained examples of religious symbolism in literature and the arts are given in a wide range of contexts.

## Religious Education - Milestone 2

Learning Objective	Key Indicators	Basic	Advancing	Deep
To reflect	Show an understanding that personal experiences and feelings influence attitudes and actions.	During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions.	There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions.	Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts.
	Give some reasons why religious figures may have acted as they did.	When encouraged, some reasons why religious figures may have acted as they did are given.	Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are made.	Carefully reasoned and well-explained examples, that refer to the teachings of a religion, describe why religious figures may have acted as they did.
	Ask questions that have no universally agreed answers.	When encouraged, some questions that have no universally agreed answers are explored.	Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm.	Some well-considered questions that have no universally agreed answers are asked and explored in depth.
To understand values	Explain how beliefs affect people's behaviour.	There are some good examples of explanations of how beliefs affect people's behaviour.	Generally, good explanations are provided for how beliefs affect people's behaviour in a range of contexts.	Well-considered and detailed explanations are provided for how beliefs affect people's behaviour in a range of contexts.
	Discuss and give opinions on stories involving moral dilemmas.	The term 'moral dilemma' is experienced during discussions.	There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.	Apt, and very well-described instances provided for situations involving moral dilemmas.

## Religious Education - Milestone 3

Learning Objective	Key Indicators	Basic	Advancing	Deep
To understand beliefs and teachings	Explain how some teachings and beliefs are shared between religions.	With support, some good examples are provided for, how beliefs are shared between religions	Generally, beliefs that are shared between religions are identified and explained.	Beliefs that are shared between religions are identified and any variations to a general belief are analysed and explained.
	Explain how religious beliefs shape the lives of individuals and communities.	When encouraged, some examples are provided for how religious beliefs shape the lives of individuals and communities.	Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.	Well-chosen and very well-explained details are provided for how a wide range of religious beliefs shape the lives of individuals and communities and how there may be some variation to practices between them.
To understand practices and lifestyles	Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	With support, lifestyles of different faith groups are compared and contrasted.	Good examples of similarities and differences in the lifestyles of different faith groups are identified and described.	Well-chosen and detailed examples are provided for similarities and differences in the lifestyles of different faith groups.
	Show an understanding of the role of a spiritual leader.	There is some awareness of the role of a spiritual leader.	There is some interesting exploration and recognition of aspects of the role of a spiritual leader.	There is a good understanding of, and excellent examples provided for, the wide and varied role of a spiritual leader.
To understand how beliefs are conveyed	Explain some of the different ways that individuals show their beliefs.	There is some awareness of the different ways that individuals show their beliefs.	There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.	There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.



## Religious Education - Milestone 3

Learning Objective	Key Indicators	Basic	Advancing	Deep
To reflect	Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings.	In structured discussions the concept of identity is explored and related to religious beliefs and teachings.	There are some good examples of explanations of the concept of identity and how this relates to religious beliefs or teachings.	Well-chosen and apt, detailed examples are provided for the concept of identity and how this relates to religious beliefs or teachings.
	Explain ideas about some answers to ultimate questions and why answers may differ between individuals.	There are some good examples of exploration of some answers to ultimate questions and why answers may differ between individuals.	There is a growing understanding, demonstrated with well-explained descriptions, of some answers to ultimate questions, and how answers may differ between individuals.	Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals.
To understand values	Explain why different religious communities or individuals may have different views of what is right and wrong.	There are some good examples that show some understanding that different religious communities may have different views of what is right and wrong.	There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong.	There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for, different views of what is right and wrong.
	Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules.	There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation.	The word 'integrity' and how this applies to one's own decisions.
	Express own values and remain respectful of those with different values.	With support, personal values are explored.	There are some good examples of articulation of personal values and a respect for those with different values.	Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.