

# King George V Primary School



## RE Policy 2015

### Aims

- To explore the richness and diversity of the School and its community.
- To reinforce anti-racist strategies.
- To promote positive images of people - their beliefs, traditions, colour, culture, language and history, in the wider community and around the world.
- To develop each pupil's positive self-image.
- To reflect on, analyse and evaluate their beliefs, values and practices, and communicate their responses.

### Quality Religious Education Teaching and Learning should ensure that children develop:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own.
- Develop positive attitudes towards living in and contributing to an inclusive and caring community and a society of diverse religions.

### Day-to-Day Quality Religious Education Teaching and Learning should include:

- Progressive lessons which develop a sense of awe, wonder and mystery.

- Effective planning with clear learning outcomes, differentiated for all abilities of children.
- At least one, 40 minute session of Religious Education being taught every week.
- An enquiry- based approach with clear learning outcomes, differentiated for all abilities of children, beginning with the children's own life experience before moving into learning about and from religion.
- Challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.
- Pupils exploring their own beliefs (religious or non-religious), in the light of what they learn and to express their responses.
- Opportunities for pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Developing respect for others, including people with different faiths and beliefs, and challenging prejudice.
- Opportunities for children to explore their own spiritual development.
- Staff using the assessment for learning strategies to enable them to differentiate effectively.
- Resources that are well prepared and appropriately matched to support the learners.
- New Learning skills to be addressed and developed and success criteria will be shared with the children at the beginning and reviewed at the end of every lesson.
- Opportunities to integrate the use of ICT effectively into their learning.
- Opportunities for children to display and reflect upon their own work and the work of others.
- Accurate and regular assessments of individual attainment, which are used to shape future learning.

### **Community Links**

The school is committed to offering for active learning with practical first hand experiences for all pupils.

This may be achieved through visits to local places of worship and talks by guest speakers from local community.

## What are schools required to teach? Knowledge, Skills and Understanding

| Key Areas  | Learning. Pupils shall be taught to handle questions like these:  | Key questions. These can be used to guide planning and teaching.   | Expectations: at the end of the unit, most pupils should be able to say "yes" to most of these.  | Scheme of Work units related to this area  |
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| AT1: Religious beliefs, teachings and sources linked to ~<br>AT2: Questions of meaning, purpose and truth. | What stories matter most?<br>To begin to know about some sacred books and some stories, including stories of leaders, and other special / holy words from the Muslims, Christians and Sikhs faith.<br>Why are some people special?<br>To begin to think about the special roles given to some people, including religious leaders, who show other people how to follow their faith. | What is your favourite story / book?<br>Which books are special in the religions we are learning about?<br>How do we look after and respect our special books?<br>What do we know about religious leaders?<br>What stories are told about Jesus, Guru Nanak and the Prophet Muhammad (PBUH)?<br>Why are these people special?<br>Which special people matter in different religions? | I can tell some stories from religions simply (L1).<br>I can recognise some pictures and objects from religions (L1).<br>I can recognise some simple religious beliefs (L1).<br>I can talk about special books for me and for some religious people (L1).<br>I can talk about a religious leader (L1). | Y1 / 2 How and why are some books holy?<br>Sacred Books for Sikhs, Muslims and Christians. |
| Religious  | What happens  | What   | I can recognise  | EY / Y1 Who  |

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| <p>practices and ways of life linked to ~<br/>AT2: questions of identity, belonging and diversity.</p>                 | <p>at some religious celebrations?<br/>Celebrations that matter in Sandwell.<br/>To begin to see the importance of what happens at Christmas, Eid and Baisakhi, and to identify the places of worship of Sikhs, Muslims and Christians.<br/>How do Christians, Muslims or Sikhs express their beliefs in practice?<br/>What can we learn from the ways of life found in different religions, including their festivals and symbols?</p> | <p>celebrations and festivals matter to Muslims, Sikhs and Christians?<br/>How does a community make a festival special?<br/>What makes a place special?<br/>What is special about a Gurdwara, Mosque or Church? How does this show?<br/>What special objects are used by Muslims, Sikhs and Christians? How are they used?<br/>When people worship, what do they see, taste, touch, smell, hear and feel?</p> | <p>some religious artefacts (L1)<br/>I can say which religion is associated with a mosque, church, Gurdwara, and a cross, Khanda and prayer mat (L2).<br/>I can use my senses to learn sensitively about worship (L2)<br/>I can use my senses to learn about what happens in a holy building (L2).</p> | <p>celebrates what?<br/>How and where?<br/>Celebrations that matter in Sandwell (Christian, Muslim, Sikh)<br/>[Schools are encouraged to enable pupils to visit a place of worship in this study.]</p> |
| <p>AT1: Religious and Spiritual communication and expression<br/>Linked to AT2: Questions of value and commitment.</p> | <p>What do Christian people say about God?<br/>To learn about some ways religious people speak of God and to ask simple questions about God themselves, stimulated by stories of Jesus.<br/>To learn how</p>  | <p>How do people talk about God?<br/>What do they say?<br/>What did Jesus teach his followers about God?<br/>What stories of Jesus help Christians follow God?<br/>How do special clothes make us</p>  | <p>I can talk about God in some simple ways (L1).<br/>I can talk about worship and music, and the moods and feelings it creates (L1).<br/>I can respond sensitively to an idea about God from a story (L2).</p>  | <p>Y1 What can we learn from stories of Jesus?<br/>Y1 / 2 Beginning to learn Islam: What can we learn from Muslims in Sandwell?</p>  |

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|  | <p>music is used to thank and praise God in places of worship.</p> <p>What is a symbol? What symbols matter to the Muslims and Christians?</p> <p>To learn about symbols as the language of religion. To begin to learn about Muslims, Mosques and Prayer.</p> <p>To hear and learn from stories of the Prophet.</p> | <p>feel?</p> <p>What special clothes are used at a Mosque or Church?</p> <p>How do people from different religions use special art and decorations?</p> <p>How do Muslim people pray?</p> <p>What stories of the Prophet show Muslim people how to live?</p>  | <p>I can recognise some artefacts, and match them to the religions they come from (L2).</p> <p>I can recognise how a story can make a person think (L2).</p>   |   |
| <p>AT2: Questions and answers about belonging, identity and diversity linked to AT1: Religious practices and ways of life.</p> | <p>What does it mean to belong for Sikhs? To think about who belongs to whom, how we show that we belong, and belonging to the world, the human race or to God: Who do I belong to?</p> <p>What does it mean to belong to one world? What is it like to belong to the Gurdwara? Do we belong to God?</p>             | <p>How do Sikhs show that they belong together?</p> <p>What do stories of Guru Nanak teach Sikh people?</p> <p>Who do I belong with, and how is this shown?</p> <p>What do people do for each other when they belong together?</p> <p>Is it true that we all belong to one world?</p> <p>Is it true that we all belong to each other?</p> | <p>I can talk about belonging for myself and for religious people (L1).</p> <p>I can talk about how people share one world (L1).</p> <p>I can ask simple questions about belonging to a religion (L2).</p> | <p>KS2 Beginning to learn Sikhism; belonging at the Gurdwara and stories of the Guru.</p> |
| <p>AT2: Questions and answers</p>  | <p>Questions and meanings To</p>   | <p>What do some of the stories of</p>   | <p>I can talk about some things</p>  | <p>Questions that puzzle us</p>   |

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| <p>about meaning, purpose and truth<br/>AT1: religious beliefs, teachings and sources</p>  | <p>learn about how we explain what things mean, especially questions that make us wonder.<br/>What stories about God are told and loved?<br/>To learn some of the stories that Muslims, Christians and Sikhs tell about God, and think about what I say about God.</p>   | <p>Jesus tell us about God?<br/>What do some of the stories of the Prophet Muhammad (PBUH) tell us about God?<br/>What do some of the stories of the Gurus tell us about God?<br/>What puzzling questions would I like to find out about?<br/>What beliefs about God matter in my family?</p>                                      | <p>people say about God (L1)<br/>I can say some simple things which I think about God (L1).<br/>I can respond sensitively to stories about God and humanity from different religions (L2).<br/>I can think about puzzling religious and spiritual questions (L2).</p> |   |
| <p>AT 2: Questions and answers about beliefs, values and commitment linked to AT1: Religious and spiritual communication and expression.</p> | <p>What happens in a holy building? What can we learn from visiting? To learn about what happens inside a Church, Mosque and Gurdwara, and to identify why these places are special for believers.<br/>What really matters? To learn about the ways we show what matters to us and talk about questions like: Does money matter?<br/>Why do families</p> | <p>Why are some places special or holy?<br/>Why does it matter to say "thank you", and to say "please"?<br/>When should we say "sorry", "please" or "thank you", and why?<br/>Why do some people give praise and thanks to God, or say sorry to God?<br/>Which people, objects and places matter most to me?<br/>What makes us</p> | <p>I can respond sensitively to stories about values and commitments (L2).<br/>I can say what matters to me, and give a reason (L2).<br/>I can say what matters in a Church, Mosque or Gurdwara (L2).</p>   | <p>Holy places: where and how do Christians, Sikhs and Muslims worship?</p> |

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|  | matter? Does love matter most of all? What matters most to me? | feel wonder and awe? |  |  |
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## Expectations

| Level description with key skill terms. | Attainment target 1:<br>Learning about religion.   | Attainment target 2:<br>Learning from religion.  |
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| 1.Name, talk about                      | Pupils:<br>use some religious words and phrases to recognise and name features of religious traditions.<br>Can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.  | Pupils talk about their own experiences and feelings.<br>What they find interesting or puzzling; what is of value and concern to themselves and to others.   |
| 2 .Retell, Respond sensitively          | Pupils:<br>use religious words and phrases to identify some features of religious traditions.<br>Begin to show awareness of similarities in religions.<br>Retell and suggest meanings for religious stories, actions and symbols.<br>Identify how religion is expressed in different ways. | Pupils:<br>ask, and respond sensitively to, questions about their own and others' experiences and feelings.<br>Recognise that some questions cause people to wonder and are difficult to answer; in relation to matters of right and wrong.<br>Recognise their own values and those of others. |
| 3. Describe, make links.                | Pupils use a developing religious vocabulary to describe some key features of religious traditions, recognising similarities and differences.<br>Make links between beliefs and sources, including religious stories and sacred texts.<br>Begin to identify the impact                     | Pupils:<br>identify what influences them, making links between aspects of their own and others experiences.<br>Ask important questions about religion and beliefs, linking their own and others responses.<br>Make links between   |

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|   | <p>religion has on believers lives.<br/>Describe some forms of religious expression.</p>   | <p>values and commitments, and their own attitudes and behaviour.</p>   |
| <p>4. Show understanding and apply ideas.</p> | <p>Pupils:<br/>use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences.<br/>Make links between aspects of religious traditions and describe some similarities and differences both within and between religious traditions.<br/>Describe the impact of religion on people's lives in terms of beliefs, values and personal meaning.<br/>Suggest meanings for a range of forms of religious expression.</p>                                    | <p>Pupils:<br/>pose and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.<br/>Explain what inspires and influences them, expressing their own and other's views on the challenges of belonging to a religion.</p> |
| <p>5.Explain and express their views.</p>     | <p>Pupils:<br/>use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities.<br/>Describe why people belong to religious traditions.<br/>Know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.<br/>Explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.</p> | <p>Pupils:<br/>pose and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.<br/>Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.</p> |

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| <p>6. Interpret and express Insight.</p>                | <p>Pupils:<br/> use religious and philosophical vocabulary<br/> to give informed accounts of religious traditions and questions of beliefs and values)explaining the reasons for diversity within and between them.<br/> Explain why the impact of religions and beliefs upon individuals, communities and societies varies.<br/> Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to questions of personal meaning.<br/> Interpret the significance of different forms of religious spiritual and moral expression.</p> | <p>Pupils:<br/> use reasoning and example to express insights into the relationship between beliefs, teachings and world issues.<br/> Evaluate their own and others views on questions of identity and belonging, meaning, purpose and truth.<br/> Consider the challenges of belonging to a religion in the contemporary world, focussing on values and commitments.</p> |
| <p>7.Account for evaluate critically and personally</p> | <p>Pupils:<br/> use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religious traditions, beliefs and values;<br/> analyse issues, values and questions of meaning and truth.<br/> Account for the influence of history and culture on aspects of religious life and practice.<br/> Explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition.<br/> Begin to evaluate critically some of the principal methods</p>   | <p>Pupils:<br/> articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues.<br/> Evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.</p>                              |

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|  | <p>by which a religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.</p>   |   |
| <p>8. Analyse contextualise and justify their views.</p> | <p>Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs.</p> <p>Contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas.</p> <p>Critically evaluate the impact of religions and beliefs on differing communities and societies.</p> <p>Analyse differing interpretations of religious spiritual and moral sources, using some of the principal methods by which religion spirituality and ethics are studied.</p> <p>Interpret and evaluate varied forms of religious spiritual and moral expression.</p> | <p>Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments.</p> <p>Synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation into the perspectives of others.</p> |