

Glebe Academy

RE Policy



'Achieving Together'

Approved by the Governing Body of Glebe Academy

Chair of Governors: Mrs Kay Price

Date: May 2017

Proposed Date of Future Review: May 2019

RE Policy

Purpose of policy

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about faith, issues of right and wrong and what it means to be human.

At Glebe Academy the RE curriculum aims to give the children in our care knowledge and understanding of the principal religions, these are Christianity, Buddhism, Hinduism, Islam and Judaism as well as humanist beliefs. RE is taught within a local, national and global context. The integrated topic provision provides further opportunities for the children to learn about other non-religious perspectives such as humanism.

Our school RE curriculum offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

The school follows the Stoke on Trent Agreed Syllabus which builds on the central aspects of:

- Learning about Religion
- Learning from Religion

In Learning about Religion children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

In Learning from Religion children reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?) questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who and what do I value?)

Aims and objectives

- To help our children develop respect and sensitivity for all people.
- To help our children understand faith and moral codes to guide them and develop informed opinions.
- To help our children develop an understanding of modern multi-cultural Britain and how this is reflected in their lives and local community.
- To help our children understand more about the importance of religion in today's world.

Time allocations

There is no expectation that RE is to be delivered within Foundation Stage 1 but in Foundation Stage 2 there is an expectation of a weekly 50 minute session or short sessions implemented throughout continuous provision. In Key Stage 1 and Key Stage 2, RE is expected to be delivered weekly during a 1 hour session.

Whole School Approach to Teaching and Learning of RE

RE is an exciting curriculum subject and we employ a wide range of learning methods in our teaching.

These include:

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs.

Assessment, Recording and Reporting

RE is assessed at the end of each unit that has been delivered using the scale of emerging, expected and exceeding against the 'I can' statements that have been developed using the Stoke-on-Trent Agreed Syllabus. Throughout the unit, staff gather evidence against these statements to enable them to give a judgement at the end.

The contribution of RE to the wider curriculum

Some aspects of the RE curriculum has its own distinctive subject matter and is therefore taught as a separate subject. Our RE provision makes good use of the important contribution to other aspects of children's learning through SMSC.

RE contributes to children's spiritual development by:-

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

RE contributes to children's moral development by:-

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promote racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to children's social development by:-

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.

RE contributes to children's cultural development by:-

- Encountering British people of different faiths
- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

Programmes of Study/Key Skills

RE is taught through a range of religions and beliefs and key themes. These are outlined below.

	1A	1B	2A	2B	3A	3B
FS2	F1 Which stories are special and why? Christianity (Bible stories)	F2 Which people are special and why? Christianity and Islam (religious leaders)	F3 Which places are special and why? Christianity and Islam (places of worship)	F4 Which times are special and why? Christianity, Islam and Hinduism (celebrations)	F5 Where do we belong? Christianity, Islam and Hinduism (welcoming into religions)	F6 What is special about our world? Christianity and Islam
Year 1	1.7 What does it mean to belong to a faith community? Christianity	1.6 How and why do we celebrate special and sacred times? Harvest and Christmas	1.1 Who is a Christian and what do they believe? Christianity *during this half term include work on the festival of Easter to link with 1.6*	1.5 What makes some places sacred? Church and Mosque		
Year 2	1.8 How should we care for others and the world, and why does it matter? Bible stories and Qu'ran stories	1.6 How and why do we celebrate special times and sacred times? Ramadan and Eid	1.2 Who is a Muslim and what do they believe? Islam	1.4 How can we learn from sacred books? Bible and Qu'ran		
Year 3	L2.7 What does it mean to be a Christian in Britain today? Christianity		L2.1 What do different people	L2.5 Why are festivals important to religious	L2.4 Why do people pray? Christians, Muslims and Hindus	L2.2 Why is the Bible so important to

			believe about God? Christians, Muslims and Hindus	communities? Diwali		Christians today? Christianity
Year 4	L2.8 What does it mean to be a Hindu in Britain today? Hinduism	L2.9 What can we learn from religions about deciding what is right and wrong? Christian, Jews and non-religious e.g. Humanist such as Martin Luther King Jr, Desmond Tutu	L2.3 Why is Jesus inspiring to some people? Christianity	L2.5 Why are festivals important to religious communities? Yom Kippur and Pesach	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and Jews	
Year 5	U2.1 Why do some people think God exists? Christianity and non-religious e.g. scientists	U2.4 If God is everywhere, why go to a place of worship? Christian church, Hindu mandir and Jewish synagogue	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st century? Christianity	U2.6 What does it mean to be a Muslim in Britain today? Islam		
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christianity, Islam and non-religious	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah? Hinduism, Christianity and Islam	U2.7 What matters most to Christians and Humanists? Christianity and non-religious	U2.3 What do religions say to us when life hard? Christianity, Hinduism and non-religious		

Learning resources

We encourage the use of a wide range of resources to enrich children's learning. These include books, DVDs, music, artefacts, ICT, visitors and visits. We strive to ensure RE is a lively, stimulating subject which evokes interest and engages all children and learning is planned to meet the individual needs of the children.

Parental Support

On our school website parents will find a list of websites to support them and their children in the learning of RE. There will also be examples of displays that can be found around the school that show the delivery of RE and celebrations that take place within school.