



# **Knavesmire Primary School**

## **Religious Education Policy**

(Updated April 2022)

Religious Education (RE) is taught through the agreed syllabus for Religious Education (2021-2026) which has been created for York SACRE and approved by the city of York council.

However parents have the right to withdraw their children from religious education if they feel the need to. They would be asked to speak to the Head Teacher to request withdrawal.

### **1) Values and Aims**

RE at our school aims to enable all pupils to:

1.1 acquire and develop knowledge and understanding of principal world faiths practiced in Great Britain as well as non-religious views in KS2. These include Christianity, Hinduism, Islam and Judaism;

1.2 develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;

1.3 develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;

1.4 enhance their own **spiritual, moral, social and cultural** development;

1.5 recognise the right of people to hold different beliefs within an ethnically and socially diverse society;

1.6 the principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well develop responses of their own.

### **2) Objectives**

#### **Learning**

Each Year Group has a set of questions which need answering throughout the year. It is recommended that a minimum of 3 questions are chosen, balancing

across all strands (believing, expressing, living). The key questions are designed to enable children to achieve the end of key stage outcomes which are broken down into their individual year group outcomes. These are primarily taught through the Big Idea curriculum however they may also be discussed within class assemblies or taught as stand alone lessons or mini Big Ideas. Each Year group teaches the agreed religions, however pupils may also learn about other religions and worldviews to develop their own knowledge and viewpoints.

Year group religious traditions to be studied in depth:	
<b>EYFS: Nursery &amp; Reception</b>	Children will encounter Christians and people of other faiths, as part of their growing self, their community and their place within it.
<b>Year One</b>	Christians and Jewish People
<b>Year Two</b>	Christians and Muslims
<b>Year Three</b>	Christians and Hindus
<b>Year Four</b>	Christians and Hindus
<b>Year Five</b>	Christians and Muslims and non-religious responses
<b>Year Six</b>	Christians, Jewish people and non-religious responses

It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) . The key questions are designed to enable children to achieve the end of key stage outcomes and are following the York agreed syllabus.

<b>EYFS Building the foundations for Religious Education:</b>
<b>Nursery</b>
Throughout the year, the nursery children will begin to look at and respond to the EYFS (rec) questions:

Which stories are special and why?  
 Which people are special and why?  
 Which places are special and why?  
 Which times are special and why?  
 Where do we belong?  
 What is special about our world?

RE in EYFS enables children to develop skills within the prime and specific areas. Particularly, supporting children within the areas of C&L, PSED, UTW and EAD.

A. Know about and understand a range of religions and world views		B. Express ideas and insights about the nature, significance and impact of religions and worldviews		C. Gain and deploy the skills needed to engage seriously with religions and world views.	
1	Know about differences and similarities between people.	2	Develop their sense of membership of a community.	3	Continue to develop positive attitudes about the differences between people.

**Religious Education: Understanding, Knowledge and Skills objectives:**

**Rec**

Throughout the year, it is recommended that the reception children will answer a minimum of 3 of the following questions:

Which stories are special and why?  
 Which people are special and why?  
 Which places are special and why?  
 Which times are special and why?  
 Where do we belong?  
 What is special about our world?

RE in EYFS enables children to develop skills within the prime and specific areas. Particularly, supporting children within the areas of C&L, PSED, UTW and EAD. Key learning is based around answering the Rec questions in a variety of ways and touches upon the key objectives which are covered more thoroughly in KS1.

A. Know about and understand a range of religions and world views		B. Express ideas and insights about the nature, significance and impact of religions and worldviews		C. Gain and deploy the skills needed to engage seriously with religions and world views.	
1	Recall and name different beliefs and practises, including festivals, worship, rituals and way of life, in order to find out about the meanings behind them	2	Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make	3	Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

**Religious Education: Understanding, Knowledge and Skills objectives:**

**Year 1**

It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) . The key questions are designed to enable children to achieve the end of key stage outcomes.

**Believing**

- Who is a Christian and what do they believe?

**Expressing**

- What places are sacred?
- How and why do we celebrate special and sacred times?

**Living**

- What does it mean to belong to a faith community?
- How should we care for others and the world, and why does it matter?

**A. Know about and understand a range of religions and world views**

**B. Express ideas and insights about the nature, significance and impact of religions and worldviews**

**C. Gain and deploy the skills needed to engage seriously with religions and world views.**

1 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

2 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

3 Find out about and respond with ideas to examples of cooperation between people who are different.

**Religious Education: Understanding, Knowledge and Skills objectives:**

**Year 2**

It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) . The key questions are designed to enable children to achieve the end of key stage outcomes.

**Believing**

- Who is a Muslim and what do they believe?
- Who is Jewish and what do they believe?
- What can we learn from Jewish books?

**Expressing**

- How and why do we celebrate special and sacred times?

**Living**

- How should we care for others and the world, and why does it matter?

<b>A. Know about and understand a range of religions and world views</b>		<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews</b>		<b>C. Gain and deploy the skills needed to engage seriously with religions and world views.</b>	
1	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	2	Notice and respond sensitively to some similarities between religions and world views.	3	Find out about questions of right and wrong and begin to express their ideas and opinions in response.

**Religious Education: Understanding, Knowledge and Skills objectives:**

**Year 3**

It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) . The key questions are designed to enable children to achieve the end of key stage outcomes.

<p><b><u>Believing</u></b></p> <ul style="list-style-type: none"> <li>• What do different people believe about God?</li> <li>• Why is the bible so important for Christians today?</li> </ul>	<p><b><u>Expressing</u></b></p> <ul style="list-style-type: none"> <li>• Why do people pray?</li> <li>• What festivals are important to religious communities?</li> </ul>	<p><b><u>Living</u></b></p> <ul style="list-style-type: none"> <li>• What does it mean to be a Christian in Britain today?</li> <li>• How do family life and festivals show what matters to Jewish people?</li> </ul>
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<b>A. Know about and understand a range of religions and world views</b>		<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews</b>		<b>C. Gain and deploy the skills needed to engage seriously with religions and world views.</b>	
1	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	2	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	3	Discuss and present thoughtfully their own and others' view on challenging questions about belonging, meaning, purpose and truth, applying ideas on their own in different forms including (e.g.) reasoning, music, art and poetry.

**Religious Education: Understanding, Knowledge and Skills objectives:**

## Year 4

It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) . The key questions are designed to enable children to achieve the end of key stage outcomes.

### Believing

- Why is Jesus inspiring for some people?

### Expressing

- What festivals are important to religious communities?
- Why do some people think that life is like a journey and what significant experiences mark this?

### Living

- What does it mean to be a Hindu in Britain today?
- What can we learn from religions about deciding what is right and wrong?
- How do family life and festivals show what matters to Jewish people?

**A. Know about and understand a range of religions and world views**

**B. Express ideas and insights about the nature, significance and impact of religions and worldviews**

**C. Gain and deploy the skills needed to engage seriously with religions and world views.**

1 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

2 Understand the challenge of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

3 Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

**Religious Education: Understanding, Knowledge and Skills objectives:**

## Year 5

It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) . The key questions are designed to enable children to achieve the end of key stage outcomes.

### Believing

- Why do some people think God exists? Christian and non-religious responses.
- What would Jesus do? Can we live by the values of

### Expressing

- If God is everywhere, why go to a place of worship?

### Living

- What does it mean to be a muslim in britain today?
- Green religion - How and why should religious communities do more to

Jesus in the twenty-first century)			care for the earth?
<b>A. Know about and understand a range of religions and world views</b>		<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews</b>	
<b>C. Gain and deploy the skills needed to engage seriously with religions and world views.</b>			
1	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	2	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
3	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just fair, and express their own ideas clearly in response.		

**Religious Education: Understanding, Knowledge and Skills objectives:**

**Year 6**

It is recommended that a minimum of 3 questions are chosen, balancing across all strands (believing, expressing, living) . The key questions are designed to enable children to achieve the end of key stage outcomes.

<p><b><u>Believing</u></b></p> <ul style="list-style-type: none"> <li>What do religions say to us when life gets hard? (Christian, Hindu and non-religious responses)</li> </ul>	<p><b><u>Expressing</u></b></p> <ul style="list-style-type: none"> <li>Is it better to express your beliefs in arts and architecture or in charity and generosity?</li> <li>What can be done to reduce racism? Can religion help?</li> </ul>	<p><b><u>Living</u></b></p> <ul style="list-style-type: none"> <li>What matters most to Christians and Humanists?</li> <li>Green religion? How and why should religious communities do more to care for the earth?</li> </ul>
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<b>A. Know about and understand a range of religions and world views</b>		<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews</b>	
<b>C. Gain and deploy the skills needed to engage seriously with religions and world views.</b>			
1	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of	2	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities
3	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right		



life and ways of expressing meaning.	and differences within and between different religions and world views.	and wrong and what is just fair, and express their own ideas clearly in response.
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### **3) The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

### **4) Assessment, Recording and Reporting**

Through activities such as discussion with pupils, marking their work and observations, teachers continually find out about their pupils' achievements in RE.

The pupil's annual report informs the parents and receiving teachers about the child's progress in RE.

Any significant progress or lack of it should be recorded to inform future planning and is shared with the RE Lead.

Individual pupil's progress is tracked throughout the year and analysed through the Big Assessment assessment tracker.

### **5) Management and Co-ordination**

The teaching of RE is coordinated by the Understanding the World Team.

### **6) Resources**

These are as follows:

- resources for photocopying are stored in the RE cupboard;
- RE books and artefacts are stored in the RE cupboard;
- a selection of reference material in the school library;
- ipads can be used for retrieving of information;

- visitors.
- VR Headsets can be used to amplify their experiences.

## **7) Presentation**

This is as follows:

- RE covered through Big Ideas is put into the child's Big Idea Book;
- work can be written, drawn or verbal as appropriate;
- classes share work through displays, photographs and assemblies;
- each year groups key questions are displayed and annotated as they are covered;
- The Our Place in the World Big Book presents how RE is taught at Knavesmire in further detail.