

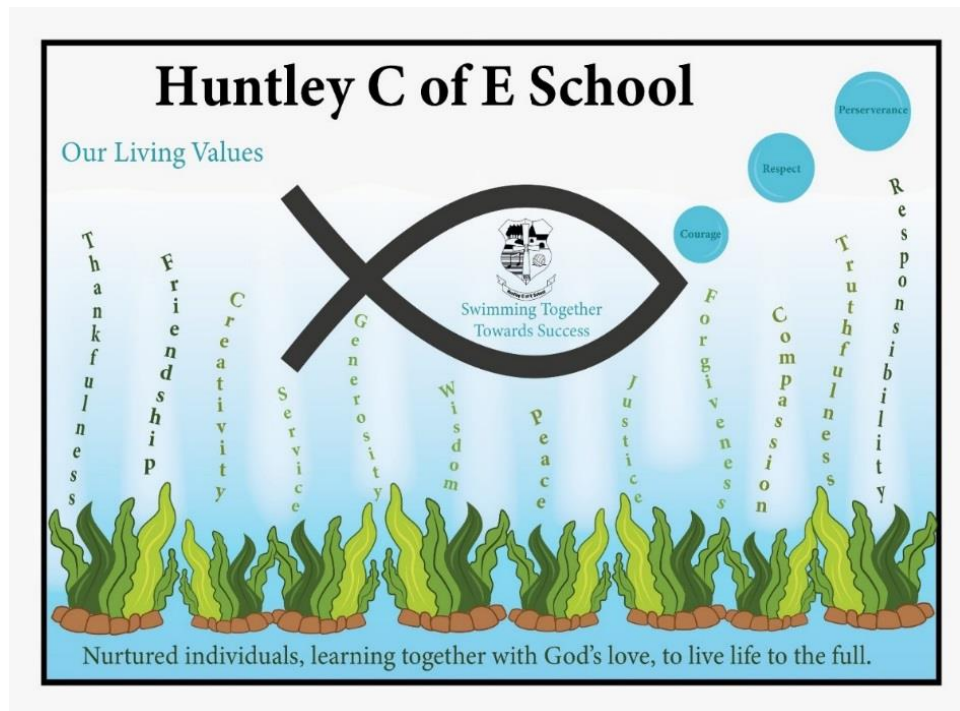


# Huntley C of E Primary School

## Religious Education Policy

January 2024

**Please read in conjunction with**  
Teaching and Learning inc. Feedback and Marking policy  
SEND policy  
Statement of Entitlement – Gloucester Diocese



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## Document Reviews and Amendments

<b>Amendment Date</b>	<b>Change to Document</b>	<b>Date of Approval</b>
Autumn 2017	Scheduled review	November Staff Meeting
April 2020	Updated to reflect current approach and change of format.	
July 2021	Updated and intent, implementation and impact statements	13/07/21 EC and AG
January 2022	Scheduled review New curriculum plan/ updated intent statement. Some amendments made in line with new guidance.	Ethos committee 11/01/22 Taken to FGB 25/01/22
January 2024	Scheduled review	Staff meeting 16/01/24

## Religious Education Curriculum Statement of Intent

Religious Education provides children with an understanding and a respect for religious beliefs in the world around them. It is central to the purpose of our School because as a church school we see that the Christian faith informs all aspects of our life together.

We endeavour to inspire and encourage children to explore what people believe and how this affects the way that they live. We encourage them to use this knowledge to reflect on their own ways of living, develop a strong sense of self and communicate their ideas around this.

The curriculum encourages them to answer challenging questions and find out about the purpose of life. Through our religious education curriculum we encourage questioning and critical thinking.

We learn about religions and beliefs in local, national and global contexts. We incorporate visits to places of worship and welcome visitors from different faith communities into our school. We make excellent use of the local church and community.

As identified in the, [Statement of Entitlement](#) teaching and learning in RE at Huntley provides:

- a challenging and robust curriculum based on an accurate theological framework
- an assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts
- a curriculum that draws on the richness and diversity of religious experience worldwide
- a pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers
- RE that makes a positive contribution to SMSC development

## Curriculum Implementation

As Huntley Church of England Primary School is Voluntary Aided the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Head Teacher, have taken the decision to follow the Gloucestershire Agreed Syllabus for Religious Education (2017-2022) and as such, we take its principal aim very seriously when trying to create learning opportunities in Religious Education that will inspire, enthuse and motivate children in their exploration of religion.

Teaching and Learning in the classroom will encompass the three elements; Making sense of beliefs, Making connections and Understanding the impact; allowing for overlap between them as suits the religion, concept and question being explored.

Each unit of the syllabus is based around a key question which opens up the content to be studied. Teachers will plan each unit following the five- step process as outlined in the Agreed Syllabus:

- they know how the unit/question builds on previous learning
- they are clear about the outcomes of what they are teaching
- they select content that will help them teach in an engaging way so that pupils achieve the learning outcome
- they make learning outcomes specific to the content they are teaching
- they develop active learning opportunities, use engaging stimuli, are clear about the knowledge they want children to gain and the skills they are going to develop, ensure learning activities allow children to process the knowledge and understanding, use a variety of ways to allow children to show their understanding

We create meaningful opportunities to enable learners to 'dig deeper' into the key questions that explore the ultimate ideas that concern religions and faith. When they have learnt about the concepts and gained understanding of the practices of peoples within religious traditions, they can 'linger longer' in their own exploration of what that means for them to be members of the human race. The children discuss and share their ideas.

For learners, this will mean they have opportunities to reflect deeply on their own personal beliefs and what makes them unique as individuals therefore developing positive self-esteem.

At Huntley, Religious Education is taught in classes (EYFS/Y1, Y2/Y3, Y4/Y5 and Y6) using a rolling programme using our school progression document. This programme ensures that pupils' knowledge about religions is deepened and that they develop their 'religious literacy'. The programme studies one religion at a time -'systematic units'-, and then includes 'thematic' units which build on learning by comparing the religions, beliefs and practices studied.

Alongside theoretical lessons in the classroom where a range of sources and artefacts are used, we make use of trips, visits and visitors to enable the children to have first-hand experiences.

During EYFS and Key Stage One, the children encounter Christianity (Christians) and other faiths, Judaism (Jews) and Islam (Muslims) as part of their growing sense of self, their own community and their place within it. This will be taught for 36 hours over the year, taught either discreetly or as part of a theme. In Key Stage Two, pupils study in depth the religious traditions of the following groups; Christians, Muslims, Hindus and Jews. This will be taught for 45 hours over the year either discreetly or as part of a theme.

The resource Understanding Christianity is used to support the teaching of Christianity. Opportunities for spiritual development are embraced throughout the curriculum alongside our focused planned Spiritual, Moral, Social and Cultural opportunities.

## **Curriculum Impact**

Our children will be inspired and encouraged to explore what people believe and how this affects the way that they live. They will use this knowledge to reflect on their own ways of living, develop a strong sense of self, communicate their ideas effectively, and develop a sense of belonging within the context of the wider world.

By the end of Key Stage 2, our pupils will:

**Make Connections by:**

- Evaluating, reflecting on and enquiring into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenging the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Thinking about possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

**Make Sense of beliefs by:**

- Identifying, describing, explaining and analysing beliefs and concepts in the context of living religions, using appropriate vocabulary
- Explaining how and why these beliefs are understood in different ways, by individuals and within communities and different cultures
- Recognising how and why sources of authority (e.g texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

**Understand the Impact by:**

- Examining and explaining how and why people express their beliefs in diverse ways
- Recognising and accounting for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- Appreciating and appraising the significance of different ways of life and ways of expressing meaning

**Inclusion**

**Differentiation and Additional Educational Needs**

The study of Religious Education will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able to support all

children to reach our high expectations. For pupils with SEN the task will be adjusted or pupils may be given extra support. The grouping of pupils for activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

### **Equality of Opportunity**

All children have equal access to the Religious Education curriculum and its associated practical activities. All staff at Huntley CE Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the Religious Education Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

At Huntley School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

### **Health and Safety**

Pupils will be taught to handle artefacts and resources safely and with care and respect. Class Teachers and Teaching Assistants will check sources and artefacts regularly and report any damage. Artefacts borrowed from the school library service will be returned complete and intact. A simple risk assessment will be carried out for all trips to any religious sites or activities any

perceived hazards will be reported to the Head who will determine the appropriateness of the activity.

## **Assessment and Feedback**

### **Assessment**

Throughout the school, teachers will assess whether children are working at, above or below the expected level for their age based on their understanding and application of the content of the Gloucestershire Agreed Syllabus for Religious Education (2017-2022). This is recorded on INSIGHT by all members of staff. The children's progress and attainment are reported to parents through parents' evenings and end of year reports.

Unit specific assessments will be carried out at the end of a unit to assess overall outcomes across the three strands. This is reported back to subject leader and informs future planning.

### **Marking**

Work done in Religious Education lessons can be of a practical or oral nature as well as being presented using academic skills thus making marking and feedback will vary. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus move their learning on.

### **Subject Monitoring**

Religious Education will be led by the Subject Leader who will monitor progression as set out in the subject leader policy.

The policy will be amended and renewed by the subject lead as annually and shared and reviewed during a staff meeting.

Once a year the Bishop's Visitor meets the Head Teacher and visits each class.



## **Resources**

The school holds a central bank (front of hall) of teachers' resource books and artefacts organised by religion. Teachers are to ensure the resources are looked after so as to maintain an excellent quality for use in lessons.

All staff members should be responsible for collecting and returning necessary items to the correct place to ensure that resources are easy for all staff to find.

Boxes of artefacts can be ordered from The School Library service.

St. John the Baptist Church (next to School) can also be accessed during the school day and Rev Lara Bloom (Priest-in-Charge) is willing to help support the delivery of activities and provide any necessary background information. Gloucester Cathedral offers a range of workshops and visits, some of which can be linked to other places of worship in Gloucestershire.

Appendix One -Long term planning- Rolling Programme

Long Term Plan (updated 2022)							
Year group/Term	1	2	3	4	5	6	
	F6 What times/ stories are special and why?						
Stream	EYFS	F4 Being Special: where do we belong?	F2 Why is <b>Christmas</b> special for Christians	F1 Why is the word 'God' so important to Christians?	F3 Why is <b>Easter</b> special to Christians?	F6 What stories are special and why?	F5 What places are special and why?
	Y1	1.2 Who do Christians say made the world? <b>Harvest</b>	1.7 Who is Jewish and how do they live?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?	1.10 What does it mean to belong to a faith community?	1.9 How should we care for the world and for others, and why does it matter?
River	Y2	1.6 Who is Muslim and how do they live? (PART 1)	1.3 Why does <b>Christmas</b> matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.5 Why does <b>Easter</b> matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.8 What makes some places sacred to believers?
	Y3	L2.1 What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
Estuary	Y4	L2.7 What do Hindus believe God is like?	L2.3 What is the Trinity and why is it important for Christians? <b>Christmas</b>	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? <b>Easter</b>	L2.6 For Christians, when Jesus left what was the impact of <b>Pentecost</b> ?	L2.11 How and why do people mark the significant events of life?
	Y5	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? <b>Christmas</b>	U2.1 What does it mean if Christians believe God is Holy and Loving?	U2.8 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians?
Ocean	Y6	U2.2 Creation & Science – Conflict or Complimentary?	U2.11 Why do some people believe in God and some not?	U2.7 why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people? <b>Easter</b>	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

