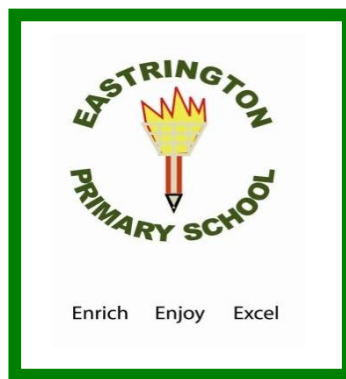


EASTINGTON PRIMARY SCHOOL



RELIGIOUS EDUCATION AND WORLDVIEWS POLICY

Written – Autumn 2023

Review – Autumn 2025

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Headteacher: James Phillips

Chair of Governors: Alvin Fernandes

R.E. Coordinator: Mrs Rachael Kay

Religious Education and Worldviews Policy

1: Introduction

Eastrington School believes that religious education should provide a contemporary study of religion, preparing children for later life. Religious Education is a basic subject of the curriculum and is therefore an entitlement for every child. The school bears in mind that the British Isles is a multicultural nation which has Christianity as the main religion of the indigenous population. As a result, Christianity will receive the appropriate weighting within the religious education curriculum. Due consideration within this framework will be given to other faiths. Respect, tolerance and understanding for the beliefs of others will be promoted as part of our programme. Easttrington Primary has implemented a new agreed syllabus for religious education and world views provided by East Riding and Hull SACRE.

'Our Agreed Syllabus for Religion and Worldviews is the result of a collaborative partnership between the Standing Advisory Councils for Religious Education (SACREs) of the two local authorities, Hull and East Riding'

<https://www.hereforschools.co.uk/page/19378>

2: Aims

At Easttrington Primary School we will aim to:

- Provide pupils with knowledge and understanding of Christianity and other principle religions and worldviews.
- Develop pupils understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- Develop in pupils, a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth.
- Encourage pupils to develop a positive attitude towards other people who hold religious beliefs and worldviews which are different from their own.

Through the teaching of RE pupils will be given the opportunity to express their opinions, learn how to contribute to their local community, develop their social, ethical and environmental knowledge and ask appropriate religious questions. Pupils will feel better prepared for life in the modern world and future responsibilities and gain a better understanding of how culture affects belief, but most importantly, how to respect themselves and each other.

At Easttrington Primary School and as stated in The Hull and Eastriding Agreed Syllabus, it is not the purpose of religious education to lead children to adopt a faith but to gain an understanding of the world of religion in order to form their own responses and opinions.

At Eastrington Primary School, we aim for young people to grow up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life's big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.

Religious literacy for everyone is at the heart of this policy and never has it been more relevant to encourage learners to consider and question, relating the views of believers to their own experiences when it comes to recent challenges that have stopped the world in its tracks.

3: Teaching Objectives

The teaching of Religious Education and Worldviews at Eastrington Primary School aims to enable pupils of whatever ability and level of development to:

- a. acquire and develop knowledge and understanding of principle world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism each of which are represented in the East Riding of Yorkshire.
- b. develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- c. develop the ability to make reasoned and informed judgements about religious and moral issues.
- d. enhance their own spiritual, moral, cultural and social development.
- e. recognise the right of people to hold different beliefs within a religiously diverse society.
- f. to encourage learners to consider and question.

4: Learning Outcomes:

- Religious education should be taught in a range of approaches: whole class teaching, a carousel of activities/investigations, group work, paired work and independent work.
- Children should be taught practically when appropriate, using real life experiences and resources such as visits to sacred places or receiving visits from different faith groups .
- Outdoor and indoor learning experiences should be used to support Religious education units of learning.
- Religious education lessons must include Core, Advanced and Deep activities incorporating ongoing provision planning in order to meet the needs of all children.
- Sticky knowledge should spark interest in the children and develop learning.

A reflective approach is fostered by encouraging an open and honest enquiry: an awareness of prejudice, a growing self-understanding and respecting the rights of others to hold beliefs different from their own by learning about religions and learning from religion.

5: Breadth of learning:

Eastrington Primary School is largely mono-cultural and lacks diversity. Many of our children have limited experiences with different cultures and belief systems.

Our selected key faiths

Key Stage 1 – Christianity and Hinduism

Key Stage LKS2– Christianity, Judaism, Hinduism

Key Stage LKS2– Christianity, Islam, Hinduism

Our Worldview: Humanism

Eastrington Primary School Long Term Plan for RE						
These units of learning offer a scheme of work with built-in progression and coverage of all statutory aspects of the agreed syllabus. Teachers may adapt them in any order to fit with other curriculum planning.						
Key: Theology-Philosophy-Social sciences						
Term	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Belonging Key question: Who belongs?	Lead us not into temptation Key question: Right or wrong?	Remembering Key question: Why remember?	Communities Key question: Where is religion?	Expressions Key question: How is belief expressed?	Justice and Freedom Key question: Is it fair?
	KS1 CHRISTMAS/HARVEST/INTERFAITH WEEK/		KS1 CHRISTMAS/HARVEST/INTERFAITH WEEK/		KS1 CHRISTMAS/HARVEST/INTERFAITH WEEK/	
	HINDUISM- DIWALI		HINDUISM- KEY EVENTS		HINDUISM- SYMBOLS AND MURTI	
Spring	Worship Key question: Why worship?	Believing Key question: What is true?	Founders of Faith Key question: Who, what and when?	People who inspire us Key question: What makes a saint?	Faith in action Key question: What are the challenges?	Living a Faith Key question: What is identity?
	KS1 EASTER		KS2 EASTER		KS2 EASTER	
	HINDUISM- RAMA AND SITA		JEWDAISM- BELIEFS HUMANISM		ISLAM-BELIEFS AND TRADITIONS HUMANISM	
Summer	What a wonderful world Key question: Why is the world special?	Questions, questions Key question: What are the big questions?	Sacred Places Key question: What is sacred?	Our world Key question: Who cares?	Pilgrimage Key question: Why pilgrimage?	Hopes and visions Key question: What is life about?
	HINDUISM- BHAKTI		JEWDAISM- RITUALS AND TRADITIONS HUMANISM		ISLAM-MUSLIM LIFE AND ASHURA HUMANISM	

Christianity represents at least 60% of the curriculum- the remaining portion is equally divided between the other chosen faiths. These are not exclusive and various faiths may occasionally be touched upon.

Each chosen faith has specified statutory Key Content in the syllabus and builds on prior learning from previous year groups: <http://eriding.eastriding.gov.uk/all-ages/religious-education/statutory-key-content/>

6: Planning

At Eastrington Primary School, high quality learning experiences in RE are provided by careful planning and through a range of methodologies, considering the need to offer breadth of content, depth of learning and coherence between concepts, skills and content. A long term plan is in place, based upon the East Riding of Yorkshire Agreed Syllabus 2022 allowing for continuity and progression throughout the school and building on prior learning. Pupils receive an average of 45-60 mins/week of RE, representing at least 5% of curriculum time: when appropriate some of this may be blocked to provide a concentrated focus for example: Easter, Christmas or Harvest festival activities.

Religious Education in EYFS is not part of the statutory curriculum for children in nurseries and early years settings. However, there are elements of religious education which can contribute to the areas outlined in the Early Learning Goals and in the Development Matters for 3-4 years and sets a foundation for learning in RE in Reception classes therefore we follow the guidance set out in the SACRE RE in EYFS documentation- <https://www.hereforschools.co.uk/page/19378>.

Learning in Year 1 builds from EYFS, thinking about the uniqueness of the individual and what it means to belong. Children talk about what is important to them and others, valuing themselves and reflecting on their own feelings and experiences. They explore what it means to belong to a faith family, becoming a member and keeping the rules. Pupils learn about naming ceremonies, how and why people worship; connect symbols and artefacts and sacred texts to the appropriate faith and begin to learn about different beliefs about God and the world around them. Stories, artefacts and other religious materials are used to help pupils recognise that beliefs are expressed in a variety of ways; they are introduced to key religious concepts and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief to different people. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations.

Learning in Year 2 explores aspects of religion and belief in greater depth and introduces non-religious worldviews. Children will be able to explain what temptations there are in their own lives and how they make their own choices linking to British values. They will be introduced to key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs. Children will also be encouraged to develop and explore their own Big Questions about the world and how other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree.

Learning in Year 3 builds from prior knowledge, skills and understanding developed in KS1, particularly Unit 1.3 'Worship.' Children will explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered. They will investigate the lives of key figures who may be described as founders of their faiths, such as Jesus, St Paul, Muhammad (pbuh), Guru Nanak, Baha'u'llah, Abraham. Children will consider some key beliefs and how faith members follow the teachings of those founders. They will make links with a local place of worship and contrast with a place of worship from a different faith. Through engaging in a

range of experiences, such as workshops and visits, children will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.

Learning in Year 4 provides an opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within and to study a religious community in depth. They will meet with different people and members of different faiths to investigate their beliefs and values and the impact on community life, and encouraged to ask questions about living in a multicultural society. Children will begin to recognise how religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken. They will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths. Throughout each unit of learning, there will be multiple opportunities to adopt a cross-curricular approach to teaching and learning, particularly in terms of researching local history, geography and the concept of citizenship.

Learning in Year 5 explores religious expression in all its diversity, considering different ways of expressing belief through a range of creative media and in their actions. They explore the meanings of symbols and activities expressing belief. Children will be given an opportunity to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, they will contrast the ideas and influence of significant people who hold non-religious worldviews. Children will also develop an understanding of the purpose of making pilgrimage, what happens during pilgrimage and its impact.

Learning in Year 6 provides opportunities for children to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories from religions and in secular life; to consider what religions teach about forgiveness and how reconciliation may take place. They will explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage give shape to a person's identity and will sensitively consider the ways in which these milestones impact on families and the wider community, particularly in relation to end of life issues. Children will investigate different ideas about God and humanity and ask ultimate questions from different perspectives.

NB. Curriculum time given to RE is distinct from daily collective worship, which is outside curriculum time.

7: Teaching strategies

The teaching of RE seeks to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Teachers in our school use an enquiry-based model, based on pedagogies from the 2016 Agreed Syllabus.

<http://eriding.eastriding.gov.uk/all-ages/religious-education/pedagogy/>

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection through three disciplines:

Theology	Philosophy	Social sciences
		

Looking at RE through these disciplines helps to structure the learning and differentiates RE from PSHE and Citizenship, giving academic rigour to the study of religion and worldviews.

At Eastrington, RE teaching specifically will draw on: visits and visitors, first hand experiences, role play, exploring religious artefacts, discussions with parents and valuing the family backgrounds of the children.

The teaching of RE will involve direct teaching of whole class, group, paired or individual activities. A range of teaching styles to be used including enquiry, exploration, discussion, role play, drama, asking and answering questions, and use of a range of sources including ICT, works of art and religious artefacts.

8: Cross-curricular links

RE teaching and learning makes important contributions to other parts of the school curriculum, such as PSHE and humanities. There are special opportunities to explore multicultural and equal opportunities issues and a consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the RE curriculum. Links will be made with people and communities within the locality. Children's skills in oracy and literacy will be enhanced. Problem solving, decision- making and interpersonal skills will be developed. RE offers opportunities for personal reflection and plays a significant, though not exclusive, role in contributing to SMSC development and the promotion of fundamental British values (see separate policy/ies).

9: Spiritual, moral, social and cultural development

All human beings have a need to: celebrate, to mark significant moments, to tell their story, to connect with the past, to feel part of the community, to see purpose and meaning in their lives, to ask ultimate questions. This is the spiritual core of everyone whether they belong to a religious tradition or not. Successful RE in which children's spiritual, moral, social and cultural development is really taking place happens when the opportunity for spiritual growth is provided and planned for alongside the teaching about the spiritual development and expression of others. Teachers are encouraged within the ethos of the school to engage and develop the whole child as the intellectual and emotional needs of both teacher and children are then met. Spiritual development is characterised by reflection and the attribution of meaning of experience. ("Spiritual" is not the same as "religious" therefore all areas of the curriculum may contribute to the pupils' spiritual development.) Regular collective worship, celebration assemblies, hymn singing, promotion of British Values, visitors and visits to the local community, all contribute to the pupils' spiritual development by; focusing on significant experiences. This provides insights into the values and beliefs of others, and to develop a sense of awe and wonder. The children are encouraged to explore religious and personal responses to the mysteries of life.

10: Equal Opportunities

All children, regardless of gender, race or background, have an equal entitlement and access to the RE curriculum at an appropriate level for their ability. Care will be taken to ensure that teaching does not unintentionally stereotype faiths, cultures or societies.

11: Special Educational Needs

The best practice in teaching RE to children with special educational needs relies on the teacher's ability to match the materials to the needs and experiences of the pupils concerned. Most lessons in RE will be differentiated accordingly, but at the same time teachers must ensure children are given opportunity to explore new ideas, feelings, thoughts and experiences. Wherever possible starting with the pupils experiences. Help to develop their spirituality: celebrating special times. High expectations matched to children's ability as religious education must be challenging for all children.

Children to be given opportunities to experience religious practice ranging from direct observation, to the use of media such as DVD's posters and artefacts to stimulate a sense of enquiry. Use of a multisensory approach such as music and movement from different religions, taste of foods related to celebrations, the use of aromas such as incense and the handling of artefacts all contribute to a multisensory experience. Expressive arts such as stories, poetry, songs, music, art dance and drama. (Resources for SEN:<http://eriding.eastriding.gov.uk/all-ages/religious-education/special-educational-needs/>)

12: More able pupils and RE.

More able pupils show particular dispositions which RE teaching should aim to develop and nurture. Such pupils may display characteristics generic to literate subjects such as English; insight, curiosity, imagination, creativity, reflection, empathy, discernment, sensitivity, awareness and originality. More able pupils will demonstrate a higher level of acquisition or possession of generic skills. Teachers who identify gifted and talented pupils can consult the agreed syllabus for guidance and to check generic skills. The work planned must be relevant to the needs of these pupils.

13: Withdrawal from Religious Education

The parent/carer of a pupil at Eastrington Primary School may request that they be excused from all or part of the religious education (RE) provided they give written notification to the school. Teachers can also exercise their right to withdraw from teaching the subject. However, it is hoped that all parents and teachers will feel comfortable with the RE taught at our school and address any concerns to the Governing Body.

Parents who wish to withdraw their children from RE are made aware of its aims and what is covered in the RE curriculum and they are given the opportunity to discuss this if they wish. It should be made clear whether the withdrawal is from the whole RE curriculum or specific parts of it. No reasons need be given. Whilst parents or carers have a right to withdraw children from RE, they should note that children may also encounter religions and beliefs in other areas of the curriculum from which there is no right of withdrawal. On occasion, spontaneous questions about religious matters are raised by pupils or issues related to religion arise in other subjects such as history or citizenship.

<http://eriding.eastriding.gov.uk/all-ages/religious-education/statutory-requirements/the-right-of-withdrawal/>

14: Managing the right of withdrawal

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school. Eastrington Primary School ensures that parents and carers are informed of this right, through the school website and prospectus. Parents are made aware of the educational objectives and content of the RE syllabus and that the agreed syllabus is relevant to all pupils, as it respects their personal beliefs. In this way, parents can make an informed decision; Mrs Kay would invite parents to discuss their written request. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wishes their child to receive. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises. The right of withdrawal from RE and collective worship is set out in section 71 of the Schools Standards and Framework Act 1998.

15: Assessment

The End of Key Stage Statements in this syllabus are Statutory for each key stage.

When applied to the Statutory Key Content they provide a firm, progressive, foundation for assessing attainment in RE. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing. Teachers are encouraged to build in a variety of on-going assessment opportunities- written, oral, pictorial, audio visual, ICT presentations, no single end assessment task. Teachers' record attainment through activities such as discussions with pupils, group activities, marking and observing, displaying work then asking and answering questions, teachers can find out about their pupils achievements.

16: Monitoring and Evaluation

Wherever possible the RE subject leader will evaluate, monitor and support RE teaching and learning throughout the school, against the standards set in the New Agreed Syllabus 2019.

Mrs Kay, the subject leader, and the link governor, will review this policy to ensure it still represents the values and practice of the school; monitor the implementation of the RE policy, teaching and learning, ensure that the governing body is informed about the progress and profile of RE in school.