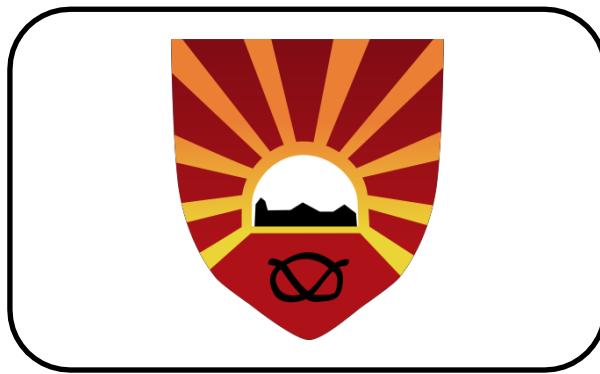


Goldenhill Primary Academy



RE Policy May 2022

"Everyone Shines At Goldenhill".

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

RE Policy

Revised	Spring 2022
Review Date:	Spring 2024

Purpose of the policy

At Goldenhill Primary Academy the RE curriculum aims to give the children in our care knowledge and understanding of Christianity, Islam, Judaism and Hinduism as well as humanist beliefs. RE is taught within a local, national and global context.

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

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.

Goldenhill Primary Academy follows The Stoke-on-Trent Agreed Syllabus, supported by Understanding Christianity resources.

The Stoke-on-Trent Agreed Syllabus states that:

The principle aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:

Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary

Explain how and why these beliefs are understood in different ways, by individuals and within communities

Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

Examine and explain how and why people express their beliefs in diverse ways

Recognise and account 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

Appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response

Discern 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

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

Foundation Stage 1 there is no requirement for RE to be taught weekly. 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 Academy 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 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 in appendix 1

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.

Collective Worship

Although RE and collective worship complement each other, they are separate activities within the academy. Collective worship in Goldenhill Primary academy is broadly Christian in content. Festivals of other faiths are celebrated during collective worship and provide the children with an opportunity to learn about other principal religions.

Partnership with Parents

Parents are informed of visits to local places. In addition, families are kept informed of celebrations and festival days that take place within the academy. This policy will be reviewed according to the needs of the academy.

Parental Support

On our academy 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 academy that show the delivery of RE and celebrations that take place within academy.



Goldenhill Primary Academy: RE Long Term Plan

Stoke on Trent agreed syllabus 2021-2026



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4 Being special where do we belong?	F2 Why is Christmas special to Christians? Incarnation Unit	F1 Why is the word of God special to Christians? Creation/God Unit	F3 Why is Easter special to Christians Salvation Unit	F5 Which places are special and why? Visit to Church	
	F6 Which stories are special and why?					
Year 1	1.2 Who made the world? Creation Unit Harvest link	1.1 What do Christians believe God is like? God Unit	1.7 Who is Jewish and how do they live? (God/ Torah/ the people) Judaism		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?
Year 2	1.6 Who is Muslim and how do they live? (Part 1) (God/ Tawhid / ibadah /iman)	1.3 Why does Christmas matter to Christians? Incarnation Unit Visit to Church	1.6 Who is Muslim and how do they live? (Part 2) (God/ Tawhid / ibadah /iman)	1.5 Why does Easter matter to Christians? Salvation Unit	1.4 What is the "Good News" Jesus brings? Gospel Unit	1.8 What makes some places sacred to believers?
Year 3	L2.1 What do Christians learn from the creation story? Creation Unit	L2.3 What is the Trinity and why is it important for Christians? Incarnation/God Unit	L2.7 What do Hindu's believe God is like? (Brahman/atman)	L2.4 What kind of world did Jesus want? Gospel	L2.8 What does it mean to be a Hindu in Britain today? (Dharma)	L2.11 How and why do people mark the significant events of life?
Year 4	L2.2 What is it like for someone to follow God? People of God Unit	L2.10 How do festivals and family life show what matters to a Jew? (God / Torah / the people) Visit to synagogue	L2.5 Why do Christians call the day Jesus died Good Friday? Salvation Unit	L2.6 For Christians what was the impact of the Pentecost? Kingdom of God Unit	L2.9 How do festivals and worship show what matters to a Muslim? (Ibadah)	L2.12 How and why do people try to make the world a better place?
Year 5	U2.9 Why is the Torah so important to Jewish people? (God / Torah)	U2.1 What does it mean for Christians to believe that God is holy and loving? God unit	U2.8 What does it mean to be a Muslim in Britain today? (Tawhid / Iman / Ibadah) Islam Visit to Mosque	U2.6 What did Jesus do to save humans? Salvation Unit	U2.5 What would Jesus do? How do Christians decide how they live. Gospel Unit	U2.10 What matters most to Humanists and Christians?
Year 6	U2.7 Why do Hindu's try to be good? (Karma / dharma/ samsara/ moksha) Hinduism	U2.2 Creation and science: conflicting or complementary? Creation Unit	U2.4 Why do Christians believe Jesus is the Messiah? Incarnation Unit	U2.3 How can following God bring Freedom and Justice? People of God Unit	U2.12 How does faith help people when life gets hard?	U2.11 Why do some people believe in God and some people not?