



# Religious Education Policy:

## Intent

At Kniveton, we believe the purpose of RE is to enable pupils to dig deep into significant human questions. We look at how religion and other worldviews seek to address these big questions. Our RE curriculum aims to develop the skills needed to appreciate and appraise the varied responses to these questions. Our RE curriculum enables children to have a real understanding of these worldviews as well as fostering an environment where they can develop their own responses.

### Our RE curriculum aims to ensure that all pupils:

#### 1. Know about and understand a range of religions and worldviews, so that they can:

- ✓ describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- ✓ identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- ✓ appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

#### 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- ✓ explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- ✓ express with increasing discernment their personal reflections and critical responses to questions
- ✓ and teachings about identity, diversity, meaning and value, including ethical issues appreciate and appraise varied dimensions of religion.

#### 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- ✓ find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- ✓ enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- ✓ articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## Implementation:

### Key Question Approach:

The curriculum is based around a key question approach, where the questions open up the content to be studied. The key questions offered in this syllabus allow for schools to draw in different traditions, where they fit the theme and question, and where there are representatives of those traditions in the school and local community.

The key questions are designed to enable children to achieve the end of key stage outcomes above. Our school w If planning other units, schools should also ensure that there is breadth and balance across the RE curriculum by addressing each of the three strands (believing, expressing, living) across the key stage. However, the recommendation is for fewer key questions explored in more depth.

## Syllabus, guidance and resources:

Kniveton CE Primary school follows the Derbyshire and Derby Agreed Syllabus which ensures that the statutory National Curriculum requirements are met. Furthermore, it provides a roadmap on which our teachers can create a bespoke learning journey embedded in our local context.

Following the Derbyshire and Derby Agreed Syllabus is a requirement of the 'of Entitlement' issued by Church of England. The 'Statement of Entitlement' ensures that our school:

- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- utilises high quality RE resources
- has teaching and learning shaped by theological ideas and biblical text
- has a meaningful and wide-ranging understanding of world views

Kniveton also employs the 'Understanding Christianity' resource for our teaching and learning to complement the Derbyshire and Derby Agreed Syllabus. The Diocese of Derby approves the integration as the resource enables our school to raise standards, set high expectations and improve learning and motivation.

Finally, the RE curriculum will include teaching on key events of the Christian calendar when they are appropriate (for example, the Nativity).

## Programme of study:

Kniveton CE School has mixed-age year groups. As a result, children are taught on a two-year cycle. The exception is the reception class that have an individual programme of study that is outlined below.

## Key Stage 1 syllabus:

### What do pupils get out of RE at this key stage?

Pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They begin to use basic subject specific vocabulary. They begin to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

## Year 1 and Year 2

Rotation 1	(2022-2023)	Rotation 2	(2023-2024)
Autumn	<ul style="list-style-type: none"><li>• <b>DS 1.6: How and why do we celebrate special and sacred times? (Christians and Muslims)</b></li><li>• UC: Salvation</li><li>• Nativity story</li></ul>	Autumn	<ul style="list-style-type: none"><li>• <b>DS 1.4: What can we learn from sacred books? (Christians and Muslims)</b></li><li>• UC: Incarnation</li><li>• Nativity story</li></ul>
Spring	<ul style="list-style-type: none"><li>• <b>DS 1.1: Who is a Christian and what do they believe? (Christians and Muslims)</b></li><li>• <b>What do stories of Jesus tell Christians about how to live? The Bible, parables, miracles.</b></li></ul>	Spring	<ul style="list-style-type: none"><li>• <b>DS 1.5: What makes some places sacred? (Christians and Muslims)</b></li><li>• <b>Easter- Why is Easter important to Christians?</b></li></ul>
Summer	<ul style="list-style-type: none"><li>• UC: Gospel</li><li>• <b>Who is an inspiring leader and why? Jesus and Disciples/ Muhammed</b></li></ul>	Summer	<ul style="list-style-type: none"><li>• <b>Belonging. What does it mean to belong? Promises and symbols. In what ways is our church important? Important people in our church. Visit to St Michaels.</b></li></ul>

Note: DS=Derbyshire Agreed Syllabus, UC=Understanding Christianity

## Key Stage 2 Programme of Study:

### What do pupils get out of RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

### Year 3 and Year 4:

Rotation 1	(2023-2024)	Rotation 2	(2022-2023)
Autumn	DS 2.8: What does it mean to be a Hindu in Britain today? DS 2.6: Why do some people think life is a journey?	Autumn	DS 2.7: What does it mean to be a Christian in Britain today? DS 2.5: Why are festivals important to religious communities?
Spring	UC: People of God DS 2.1: What do different people believe about God? UC: God	Spring	UC: Gospel DS 2.3: Why is Jesus inspiring to some people? UC: Salvation
Summer	UC: Kingdom of God DS 2.5: Why do people pray?	Summer	UC: Creation and Fall DS 2.9: What can we learn from religion about what is right and wrong?

Note: DS=Derbyshire Agreed Syllabus, UC=Understanding Christianity

### Year 5 and Year 6

Rotation 1	(2022-2023)	Rotation 2	(2023-2024)
Autumn	UC: Incarnation  UC: People of God	Autumn	DS2.1: Why do some people believe God exists? DS 2.7: What matters most to Christians and Humanists?
Spring	DS 2.8 What difference does it mean to believe in Ahimsa? DS 2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	Spring	UC: God DS 2.5 Is it better to express your religion in arts and architecture or in charity and generosity?
Summer	DS 2.3 What do religions say to us when life gets hard? DS 2.6: What does it mean to be a Muslim in Britain today? UC: Kingdom of God	Summer	UC: Creation and Fall DS 2.4: If God is everywhere, why go to a place of worship? UC: Salvation

Note: DS=Derbyshire Agreed Syllabus, UC=Understanding Christianity

## Reception Class Programme of Study:

The school's approach to teaching RE at the EYFS stage of the school, follows the same question-based approach that is in KS1 and KS2. The syllabus for EYFS is structured around the three strands of *Believing, Expressing and Living*. The three aims form the basis of the end of key stage outcomes and the progressive 'Learning outcomes' in each unit of study.

Strands:		Foundation Stage: Discovering the world
<b>Believing</b>	Autumn	F1 Which stories are special and why?
		F2 Which people are special and why?
<b>Expressing</b>	Spring	F3 Which places are special and why?
		F4 Which times are special and why?
<b>Living</b>	Summer	F5 Where do we belong?
		F6 What is special about our world and why?

### What religions are taught in our school?

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism.

### How often and for how long is RE taught?

Kniveton ensures that sufficient time is given in order to enable pupils to meet the expectations set out in this syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages. This translates to approximately 50 minutes a week in the Reception Class and an hour a week from Year 1 – Year 6. On occasion, whole RE days may take place which contributes to the statutory requirement of RE taking place 5% of the total curriculum time. Furthermore, daily worship assemblies will involve an element of whole school teaching of RE, moving the total percentage time closer to 10%.

### Impact

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study.

### Assessment:

The teachers at Kniveton will track the progress of pupils. Each key question per unit on the Derbyshire Agreed Syllabus contains 'emerging, expected and exceeding' which allows teachers to identify the attainment of each child per unit. This also allows teachers to track progress of children over the year.

### Example

At the end of the Year 3/4 unit, 'What do different people believe about God?', there are emerging, expected and exceeding criteria to measure the children's performance against, as outlined below:

<b>What do different people believe about God?</b>
<b>Emerging:</b>
• Identify beliefs about God that are held by Christians, Hindus and/or Muslims.
• Retell and suggest the meanings of stories from sacred texts about people who encountered God.
<b>Expected:</b>
• Describe some of the ways in which Christians Hindus and/or Muslims describe God.
• Ask questions and suggest some of their own responses to ideas about God.
• Suggest why having a faith or belief in something can be hard.
• Identify how and say why it makes a difference in people's lives to believe in God.
<b>Exceeding:</b>
• Identify some similarities and differences between ideas about what God is like in different religions.
• Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.

Over the course of a term, a teacher will make a judgement on the progress of the child taking into consideration a combination of factors:

- ✓ Discussions with the pupil
- ✓ Written work
- ✓ Contributions in class
- ✓ Contributions in other areas of school life

The teacher will also consider the skills progression for the end of each key stage in determining a child's attainment and rate of progress.

Skills progression to end of KS2:

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:
<b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	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 thoughtfully on their ideas;
<b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	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;
<b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
<b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	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;
<b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges 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;
<b>Express and communicate</b> B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;
<b>Gain &amp; deploy skills:</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
<b>Gain &amp; deploy skills:</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
<b>Gain &amp; deploy skills:</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

**Subject leadership and monitoring:**

The subject leader for Religious Education in school is the headteacher, Luke Redfearn.

During the year, the subject leader will lead and monitor the progress of their subject by carrying out various activities. This will include:

- ✓ Setting out an action plan for the year identifying priorities and making sure teachers are aware of them.

- ✓ Reviewing the medium term and long-term planning and suggesting changes where necessary.
- ✓ Identifying any training needs that can be catered for that year
- ✓ Establishing a monitoring schedule for the academic year
- ✓ Auditing and arranging the purchase of any required resources
- ✓ Collating all of the assessment data from each year group at the end of the term.
- ✓ Writing end of term short summaries to show progress against the action plan
- ✓ Scrutinising short-term planning alongside learning walks
- ✓ Analysing progress for each year group across the course of a year or key stage
- ✓ Attending local and national training sessions
- ✓ Delivering special events for pupils, parents and the community.
- ✓ Organising speakers and RE related trips
- ✓ Planning assemblies to tie in with religious events on the calendar.
- ✓ Updating the Religious Education Subject leader file
- ✓ Gather evidence of emerging, expected and exceeding outcomes for each unit.
- ✓ Updating the Subject Leader Planning File for Religious Education

All of the above will not be done all of the time but these the core activities that the subject leader will carry out to ensure the desired intent of this policy are achieved.

### **Important information:**

#### **Right of withdrawal:**

Our curriculum is inclusive and wide- ranging, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This is parents' responsibility. However, the school will always talk to parents to ensure that they understand the aims and value of RE before honouring this right.