



Silverhill Primary School  
Policy for Religious Education

Curriculum

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## Aim

- To support our pupils' personal and spiritual development by encouraging self-awareness and self-respect.
- To help pupils develop their social and moral understanding by encouraging positive attitudes and valuing the beliefs of others, however different from their own.
- To arouse children's curiosity and help them to develop a sense of awe and wonder about the world around them.
- To help children understand faith and moral codes to guide them and develop informed opinions.
- To encourage children to develop an understanding of modern multi-cultural Britain and how this is reflected in their lives and local community and to provide a clearer idea about how religion plays an important part in many people's lives and how that faith is expressed in their daily lives and routines.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.

### The importance of religious education in the curriculum

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.

At Silverhill Primary School the RE curriculum aims to give children knowledge and understanding of the principal religions, these are Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. RE is taught within a local, national and global context.

The integrated provision provides further opportunities for the children to learn about other non-religious perspectives such as humanism.

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

The school follows the Derbyshire Agreed Syllabus which is divided into key questions relating to believing, expressing and living for each year group.

In their children will learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

They will also reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?) questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who and what do I value?)

### **Key Skills in RE**

We strongly believe that RE is more than just developing children's knowledge and understanding. We seek to develop children's skills in investigation, enquiry, communication, interpretation, analysis, reflection and evaluation. These are important life skills for children to develop and use in their daily lives.

These include:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Reflect (ensuring the children have planned time to consider and reflect on their understanding and opinions)
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

### **Key Attitudes in RE**

As with skills RE has a number of key attitudes it seeks to promote.

These include:

- self-esteem (so that every child feels valued and significant),
- respect (including being sensitive to the beliefs, feelings and values of others),
- open-mindedness and tolerance (being willing to learn and gain new understanding)
- appreciation and wonder (developing children' imagination and curiosity).

### **Expectation in RE**

RE is assessed using the eight steps and outcome statements contained in the Derbyshire Agreed Syllabus. These provide the basis to make judgements about pupils' performances at the end of the Key Stages.

By the end of Key Stage1 most children will be expected to achieve step 2.

- In RE this means that they can use religious words to identify some features of religion and its importance for some people. They show awareness of similarities in religions and can identify how religion is expressed in different ways. They ask and respond sensitively to questions about their own and others experiences and feelings. They recognise their own values and those of others and are aware that some questions cause people to wonder and are difficult to answer.

By the end of Key Stage 2 most children will be expected to achieve step 4.

- In RE this means children can describe both similarities and differences within and between religions. They make links between different aspects of religions and can describe the impact of religion on peoples' lives. They suggest answers to questions of identity and meaning. They apply their ideas to their own and others lives. They can also describe what inspires and influences themselves and others.

## **Approaches to teaching and learning in RE**

RE is an exciting curriculum subject and we employ a wide range of learning methods in our teaching. We encourage the use of a wide range of resources to enrich children's learning. We strive to ensure RE is a lively, stimulating subject which evokes interest and engages all children.

Activities 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 books, stories, 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 and Recording**

In RE we assess children's progress using the eight steps and outcome statements contained in the Derbyshire Agreed Syllabus.

## **Rights of withdrawal**

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience.

The school asks parents/carers to contact the Headteacher if they have any concerns about RE provision and practice at the school.

## **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.

Learning at Silverhill Primary School also takes place through cross curricular themed topics, the RE provision makes good use of the important contribution to other aspects of children's learning.

The key ones are.

## **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 promotes 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.

**RE and the use of language**

RE can also make an important contribution to children's use of language by enabling them to:-

- Acquire and develop a specialist vocabulary
- Use this vocabulary to help communicate and explain their thoughts / feelings with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired to want to ask and respond to questions.
- Write in different styles / forms - such as poetry, diaries, reports and extended writing.

RE is taught through a range of religions and beliefs and key themes. These are outlined below

	Themes			Religions studied
<b>Foundation 2</b>	Families	Special People	Special Places	All children will study a wide range of religions in a local, national and Global context
	Myself	Celebrations	Belonging	
<b>Year 1 and Year 2</b>	Beliefs and stories	Leaders and Teachers	Symbols	Christianity Hinduism Judaism Islam Buddhism Sikhism
	Worship, Pilgrimage, Sacred Places	Symbols and Religious Expression	Teachings and Authority	
<b>Year 3 and Year 4 and Year 5 and Year 6</b>	Inspirational People	Religion and the Individual	Religion, family and community	Will be the main focus of the RE provision. The children will learn about other religions and beliefs through the cross-curricular topics.
	Faith and the Arts	Beliefs in Action (1) - The Environment	It Matters to Me, It Matters to Others	
	Beliefs and Questions	Beliefs in Action (2) - Faith in Action	The Journey of Life and Death	