

Templefield Lower School

'Inspiring all pupils to love learning, believe in themselves and achieve their best'

Religious Education Policy



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Intent

At Templefield Lower School we aim to deliver a spiralled Religious Education curriculum that will support children in acquiring and developing deeper knowledge and understanding of religious and non-religious beliefs and views as they progress through the school. Teaching will equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities. We believe that the Religious Education of all pupils within our school provides the opportunity for them to be respectful and open minded towards others with different faiths and beliefs and to develop their own sense of identity and belonging through self-awareness and reflection.

Our pupils will be allowed to explore what people believe and begin to understand what difference this makes to how they live. They will understand that beliefs do not belong to everyone within a particular religion and that only 'some' may believe in a particular concept or tradition.

Rational and Implementation

This policy will outline the teaching and organisation of Religious Education within the school. We believe that our children need to understand one another and the community in which they live and we aim to achieve this by following the **Identities, Meanings, Values The RE Agreed Syllabus, 2024 – 2029, Bedford Borough, Central Bedfordshire and Luton** which we have used as the basis of our planning and delivery of Religious Education.

Teaching

The teaching of Religious Education will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, using artefacts, visits and faith visitors, allowing pupils to be actively engaged in learning.

In EYFS (Foundation) – Year 4 the teachers will plan each lesson with links to the following recommended units of study.

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Foundation Stage	Key Stage 1	Lower Key Stage 2
	Year 1	Year 3
Being Special: where do we belong?	What do Christians believe God is like?	How do festivals and family life show what matters to Jewish people?
Why is Christmas special for Christians?	Why does Christmas matter to Christians? How and why do we celebrate special times?	What is the 'Trinity' and why is it important for Christians?
Why is the word 'God' so important to Christians?	Who is Jewish? What do they believe and how do they live? (Double unit – part 1)	How is faith expressed in Hindu communities and traditions?
Why is Easter special for Christians?	Why does Easter matter to Christians?	Why do Christians call the day Jesus died 'Good Friday'?
Which places are specially valued and why? (learn from at least two religions)	Who is Jewish? What do they believe and how do they live? (Double unit – part 2)	Where, how and why do people worship?
Which stories are specially valued and why? – Ongoing throughout the year	What makes some places significant? What makes some places sacred to believers?	Why do some people think life is a journey? How and why do people mark the significant events of life?
	Year 2	Year 4
	How do we show we care for others? Why does it matter? How do we show we care for the earth? Why does it matter?	How is faith expressed in Sikh communities and traditions?
	Who is Muslim? What do they believe and how do they live? (Double unit – part 1)	What kind of world did Jesus want?
	What is the 'good news' Christians believe Jesus brings?	How do festivals and worship show what matters to Muslims?
	How can we learn from sacred books and stories?	What are the deeper meanings of the festivals?
	Who is Muslim? What do they believe and how do they live? (Double unit – part 2)	For Christians, what was the impact of Pentecost?
	Who is an inspiring person? What stories inspire Christian, Jewish and / or Muslim people?	How and why do people try to make the world a better place?
	How and why do we celebrate significant times? What makes some celebrations sacred to believers? – Ongoing throughout the year	

There is a new 'key question' for each half term. Lessons may be taught weekly or blocked within a half term.

Pre School will develop their skills through activities within their 'big picture' and their weekly independent learning opportunities.

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas:

- **Beliefs and teachings** - e.g. stories, religious leaders, books, God/gods, self-sacrifice, truth, life after death;
- **Religious practices and lifestyles** - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals;
- **Ways of expressing meaning** - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness;
- **Human identity, personality and experience** - e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people;
- **Questions of meaning and purpose** - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense, ultimate questions of life raised by life experiences;

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- **Values and commitments** - e.g. values, ethics, principles, rules, morality.

Learning

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

To achieve these aims children will participate in Religious Education lessons which encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

It is intended that pupils will experience the threefold aim of learning throughout their Religious Education lessons. They will cover the following elements throughout the year.

1. **Make sense of a range of religious and non-religious beliefs**
2. **Understand the impact and significance of religious and non-religious beliefs**
3. **Make connections between religious and non-religious beliefs, concepts, practices and ideas studied**

Some lessons may focus on one particular element from a given aim, however some lessons may incorporate two or three elements smoothly.

These elements set the context for open exploration of religions and beliefs. They offer structure through which pupils can encounter diverse religious traditions, alongside non-religious worldviews, which reflect the backgrounds of pupils within our school. (RE Agreed Syllabus, 2024 - 2029)

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 they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response

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- 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

Pupils will engage in whole class discussions and complete set tasks which will be recorded in individual work books.

Inclusion

All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Religious Education. The rights of parents to withdraw their children from the teaching of Religious Education are shown in the 1988 Education Reform Act. Any parent who wishes to do this must consult the Class / Head teacher.

Resources

Religious Education resources will be kept in a central location for all members of staff to access accordingly. They will be stored in labelled boxes with each religion clearly identified and include a range of artefacts, books and pictures. An up to date list of resources throughout the school will be kept in the resource area and on the shared drive.

Health and Safety

In Religious Education, the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for handling artefacts and staying safe during visits. It is the responsibility of the subject leader to pass on any Health and Safety information to staff. It is the individual member of staff's responsibility to ensure that they have read, understood and act on this information. Staff will be required to complete any relevant risk assessments for required lessons / trips.

Time Allocation

In line with the requirements of The RE Agreed Syllabus, 2024 – 2029, Bedford Borough, Central Bedfordshire and Luton Religious Education teaching and learning will be delivered flexibly over minimum time allocations which are as follows:

Foundation Stage – 36 hours of RE provision

Key Stage One – 36 hours per year

Key Stage Two – 45 hours per year

Time allocation does include visits and RE curriculum days but not collective worship time.

Monitoring and Assessment

Teachers will follow the set units of work and produce medium term plans based on the objectives for each unit. These will form an overview of their weekly plans which will be adapted accordingly. The Religious Education Lead will look at and review these plans along with learning walks and scrutiny of work to ensure that the coverage of Religious Education shows progression throughout the school.

Staff will be required to complete the assessment data sheet at the end of each unit in order for the Religious Education Lead to monitor the progress of individuals including our pupil premium and most disadvantaged pupils. Learning intentions will link to the specific objectives for each unit and statements will be shown for emerging, expected and exceeding to ensure consistency across the school.

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The role of the Religious Education lead

The Religious Education lead will:

- provide curriculum leadership across the school
- monitor and evaluate provision for Religious Education within the school
- monitor and evaluate standards of Religious Education within the school
- be informed about appropriate resources for the effective teaching of Religious Education
- keep up to date with local and national developments in RE and to share good practice with colleagues (and pupils) in our school
- be the first point of contact between the school and the wider community with regard to any issues or initiatives involving RE
- maintain a range of good quality resources
- actively promote effective Religious Education within the school

Policy updated

September 2024