



Religious Education Policy and Guidance 2020-2021

School Mission Statement:

At Star Primary School we believe that everyone is equally loved and accepted.

Acknowledging the diversity of our community, we...

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*



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Religious Education respects and incorporates children's rights including the following:

Article 2

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background.

Article 3

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 14

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 30

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 2

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background.

Article 3

The best interests of the child must be a top priority in all decisions and actions that affect children.

RE Policy

1 Aims and objectives

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked. At Star Primary School, we develop the children's knowledge and understanding of the major faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of divine spirit. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. RE at Star brings together the processes of learning, expressing and deploying skills around the study of religions and worldviews. Children learn about and express their views and appreciate those of others to also promote pupils' spiritual, moral, social, emotional, cultural and intellectual development. We prepare pupils to understand religious issues and complexities through which they can handle difference and diversity with confidence. At Star, we prepare children to thrive in the multicultural community of Newham.

1.2 Our aims in the teaching of RE are:

- To foster the development of positive attitudes in order to encourage pupils to see themselves as an equal, valued and valid part of the school and the community;
- To awaken and develop an awareness of the spiritual side of life and that this is equally important as the physical and intellectual sides;
- To know and understand the beliefs of others, to respect their right to believe and to understand how religious beliefs and practices affect people's lives;
- To discover the significance of commitment to a personal faith and to understand that a religious faith helps some people in considering and coming to terms with basic human questions;
- To examine the questions relating to human existence and purpose;
- To become responsible for one's own behaviour and to develop a willingness to act according to moral rules and to regulate behaviour for the good of another individual or the group;
- To develop a willingness to see that others have a right to a point of view;
- To describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- To identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- To appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;
- To explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- To express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;.
- To find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- To enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;

- To articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

1.3 Our objectives in the teaching of RE are:

- To study the festivals and ceremonies, traditions and rituals that mark the stages of life;
- To link basic religious concepts to practices of everyday living and to examine the roles of family life in religion;
- To appreciate the similarities and differences between religions and to enrich their understanding of religious vocabulary;
- To respond imaginatively to religious ideas and consider the different ways in which individuals may come to a personal faith and commitment;
- To study the beliefs, instructions and organisations of particular faiths;
- To be sensitive to the feelings, beliefs and actions of others and to explore the ideas that – caring should come before personal interests;
- To help children explore the awe, wonder and joy of life in all its forms, particularly new life and growth;
- To help children with experiences of encountering change such as death, suffering, inequality and conflict;
- To examine ideas of right and wrong and to discover the importance of silence and reflection;
- To distinguish between religious and other forms of understanding, for example, scientific, historical;
- To reflect on their own experiences and to develop a sense of religious understanding;
- To refer to religious texts and their interpretations in their analysis and discussion;
- To appreciate the value of their own personal faith/beliefs and have confidence to be able to discuss them with others.

2 The legal position of religious education

2.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. RE is part of the basic curriculum. It is taught in accordance with the Newham Agreed Syllabus (Agreed and Published 2016). It makes contributions to spiritual, moral, social and cultural development. RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. [It is an academic discipline with academic achievements.](#)

2.2 Religious Education at Star Primary School is taught in a cross-curricular manner, combined with national curriculum subjects. It is not possible to withdraw from national curriculum subjects.

2.3 Parents who wish to withdraw their children, because of personal choice or religious affiliation, must make a written request to the school and [this had to be accepted by the Head teacher and the Governors](#). A record of withdrawals is kept by the RE coordinator.

2.4 Parents who wish to withdraw their child must provide alternative learning for the child during the time that RE is scheduled- including teaching and supervising them off-site. Evidence of this alternative education will be kept.

3 Teaching and learning style

3.1 Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

3.2 Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Eid etc. to develop their religious thinking. Within the Religious Education curriculum children develop a deep understanding of self and identity, respect and tolerance through British values, and begin to challenge their thinking by posing bigger questions to themselves and others around them using Bloom's Taxonomy. Pupils are encouraged to think critically and raise fundamental questions about beliefs and values.

3.3 We recognise that in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Grouping children by ability in the room, and setting different tasks for each ability group;
- Providing resources of different complexity, depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

3.4 RE can be taught through:

- Role play and drama;
- Story telling
- Discussion and debate;
- Topic work;
- Reflection;
- Use of visitors;
- Use of local community;
- Tapes, films and videos.

4 Curriculum planning in religious education

4.1 RE is a part of the whole school curriculum, linking into the creative curriculum. The RE support units are used to inform the planning which outlines the key questions/concepts covered each term during each Key Stage and by each year group. The borough units are used as a basis upon which the RE overview was devised. Our syllabus provides opportunities to teach all religions practiced within our school community including atheist and agnostic points of view. Each year group is encouraged to visit a place of worship to enable real and hands on learning opportunities in RE.

Star Primary School RE Overview

Literacy Projects	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:	Visits
Nursery	What happened to Dogger?	Diwali Christmas	Sukkot	Easter	Eid-ul-Fitr	The Good Samaritan	
Reception	The Gotcha Smile	Diwali Christmas	What does a cross look like? Sukkot	Easter The Bible	Who was Guru Nanak?	Eid-ul-Fitr The Good Samaritan	
Year 1 <i>What does it mean to belong?</i>	How do you live well with family and friends?	How do Christians celebrate Christmas?	How do you belong to Sikhism?	How do you belong to Islam?	How do you belong to Christianity?	How do you belong to Hinduism?	Gurdwara
Year 2 <i>Can stories change people?</i>	How did the world begin?	Why did Jesus tell stories?	Why do some people celebrate Kwanzaa?	How do we know Easter is coming?	Why do some people fast and eat special foods?	Why are different books special for different people?	Church
Year 3 <i>How are symbols and sayings important in religion?</i>	What does art tell us about Christian and Muslim beliefs?	What is the significance of light in religion?	How and why do Hindus celebrate Holi?	How do Jews celebrate their beliefs at home and in the synagogue?	How are special symbols used in Sikhism?	How did Jesus and Buddha make people stop and think?	Synagogue
Year 4 <i>What is special to me and people in my community?</i>	What makes me the person I am?	Why is the bible special for Christians?	How and why do Hindus worship at home and in the Mandir?	Why is Easter important to Christians?	What happens when someone gets married?	What religions are represented in our neighbourhood?	Mandir
Year 5	What does it mean to be human? (Animal lawcase)	How is Christmas celebrated around the world?	What inner forces affect how we think and behave?	Why is Muhammed and the Qur'an important to Muslims?	What do different religions believe about God?	How do Christians try to follow Jesus' example?	Mosque
<i>How do beliefs influence actions?</i>							
Year 6 <i>How important are the similarities and differences in religions and worldviews?</i>	What similarities and differences to religions and world views share?	What qualities are important to religious leaders?	What do people believe about life after death?	What are the sources for what happened on the first Easter Sunday?	How do Christians express their faith through art?	How do different religions and worldviews create celebrations?	Buddhist Temple

4.2 At the Foundation Stage RE is not taught as a distinct curriculum area. However, many of the early learning goals lead into the two RE attainment targets, especially Understanding the World: People and Communities. Specific ways of linking the early learning goals are shown in the support units. These are in the 2016 Agreed syllabus support units for nursery and reception to adapt and use.

4.3 At Key Stage 1 and 2 there is a systematic study of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism). There is opportunity for smaller religions to be studied as well as atheist and agnostic points of view within any of the support units. The units highlight opportunities to learn outside the classroom as well as creatively through the arts. In Key Stage 1, RE is taught for 36 hours a year and in Key Stage 2, RE is taught for 45 hours a year.

5 Religious education and inclusion

5.1 In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an Additional Language (EAL), children with Specific Special Educational Needs and the Gifted and Talented pupils.

6 Assessment for learning

6.1 Children demonstrate their ability in religious education in a variety of different ways. Younger children in Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a 'question and answer' style report on what it may be like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

6.2 At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum standard of attainment, RE key skills descriptors for primary as well as assessment descriptors from the Newham Agreed Syllabus. This is then combined to form target tracker statements for teachers to use when assessing the children. The support units include examples of 'assessment opportunity' tasks, as well as the descriptors of what the child should be achieving to be considered emerging, secure or advanced. The skills based approach allows us to plan for and assess progression as the children move through the school. We use these levels as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

6.3 The RE subject leader keeps samples of children's work in a folder. These demonstrate what the expected level of achievement is in religious education for each age group in the school.

7 Resources

7.1 There are sufficient resources for all religious education teaching units in the school. We keep resources for religious education in a central store where there is a box of equipment for each religion. There are religious books and a collection of religious artefacts which we use to enrich teaching in religious education, which are situated in a designated place. These can be referenced through a central catalogue. Teachers are encouraged to handle the resources with respect and to log in the resources borrowed and the date of its return.

7.2 Sacred texts are stored by the RE Coordinator in a respectful manner in accordance with the customs of the faith concerned.

8 Monitoring and review

8.1 The coordination and planning of the religious education curriculum are the responsibility of the subject leader, who also:

- Leads improvement in the subject through the Action Plan, which is monitored and updated regularly;
- Supports colleagues in their teaching, by keeping informed about current developments in religious education and by providing a strategic lead and direction for this subject;
- Gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in religious education and indicates areas for further improvement;
- Leads on updating policy and staff CPD to be in line with the national guidelines;
- Leads on any legal/ parental issues concerning withdrawal;
- Uses allocated management time to review evidence of the children's work, and to observe religious education lessons across the school.

8.2 The quality of teaching and learning in religious education is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations and book scrutinies.

8.3 This policy will be reviewed at least every three years.

By order of the Governing Body of Star Primary School

(Signed) _____ Dated _____

(Head Teacher)

(Signed) _____ Dated _____

(Governor)

Policy Date: July 2020

Review Date: July 2023