



Southfields Primary School

Religious Education Policy

Date agreed: September 2023

Review Date: September 2025

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Subject Definition and Curriculum Intent

Religious Education is a core subject in the Basic Curriculum for all pupils and is taught in accordance with locally agreed syllabuses. This document is a statement of the aims and principles of the teaching of Religious Education at Southfields Primary School.

At Southfields Primary School, Religious Education is an essential subject in order for children to develop religious literacy. The Peterborough Syllabus (2018) defines this aim:

‘Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing pupils for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. It is firmly rooted within educational practice. A crucial aspect of religious literacy is through school RE.’

Being able to understand different world religions and cultures, whilst also being empowered to think further and reflect upon personal beliefs and worldviews, is empowered through Religious Education. This subject extends thoughts and imagination through asking and answering big questions related to real issues involving morality, philosophy and ethics; it is about learning to engage in discussions with others with consideration and respect.

Religious Education at Southfields Primary School essentially follows this belief:

“The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate” – Why RE Matters -The RE Council

The Peterborough Syllabus for Religious Education has the following aims:

- To develop religious literacy
- To acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally and globally
- To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures
- To develop attitudes of respect towards other people who hold views and beliefs different from their own

- To develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally and globally

Learning Intent and Approach

Religious Education at Southfields is taught through enquiry-based learning. 'Big Questions' are used as the focus of an enquiry, as recommended by The Peterborough Agreed Syllabus. This enquiry approach helps pupils to develop a deeper understanding of their learning as they go beyond facts and handle greater ideas and questions. This enquiry approach also helps to build pupils' confidence as discussion is often facilitated by the children rather than being teacher-led.

Religious Education enquiries can be carried out in variety of exciting ways. This can include first hand experiences, the exploration of artefacts and stimuli for discussions, lessons encompassing The Arts e.g. role-play, dance, music and drama, exploring the school grounds and the local area, as well as visitors, parent helpers and trips out.

2. Subject Content and Implementation

Each lesson is taught in accordance with the Peterborough Agreed Syllabus (2023-2028). This specifies that Key Stage 1 must teach Christianity, but must also draw upon the background of pupils to choose one or more faith. The Syllabus also states that Key Stage 2 must teach Christianity and five other world religions, humanism and it must acknowledge other world views.

Overall, Religious Education needs to be made up of 50% Christianity and 50% of the five other major religions, other world faiths and beliefs including no faith.

On the next page is an overview of religions and topics studied at Southfields Primary School from year 1 up to year 6. It is expected that EYFS encompass Religious Education within learning through play, stories, songs, music, art and other curriculum areas. Non-religious teaching within the overview includes humanism.

	Autumn Term		Spring Term		Summer Term	
Year 1	<u>People and the world around us:</u> What does our world look like?	<u>People and the world around us:</u> Who is in our community?	<u>The Family in Christianity:</u> What difference does belonging to a faith make to a family?	<u>The Family in Islam:</u> How does being a Muslim make a difference to a family?	<u>The Family in Judaism:</u> How does being a Jew make a difference to a family?	<u>Books and stories</u> What books and stories are special to me?
			+	☾	✡	+, ☾, ✡
Year 2	<u>Harvest, Thanksgiving and Other Celebrations:</u> Who celebrates Harvest, harvest for all?	<u>Advent, Christingle and Christmas:</u> What happens at Christmas time and why?	<u>Jesus</u> Who is Jesus?	<u>Easter</u> Why is Easter important to Christians?	<u>Places of worship</u> Where and why do people worship?	<u>Places of worship- Same but Different</u> How are two different Christian places of worship similar or different?
	✡ +	+	+	+	+, ✡, ☾	+
Year 3	<u>The Hindu Community:</u> What do Hindu's believe?	<u>Advent, Christingle and Christmas:</u> How is Christmas celebrated around the world?	<u>Family life:</u> Who are Jewish people?	<u>Prayer:</u> How do people pray?	<u>Charity, Volunteering and Giving:</u> How can we make a difference in our world today?	<u>Sacred Writings:</u> What makes something sacred?
	ॐ	+	✡	+, ✡, ☾	+, ✡, ☾, ॐ Non - religious	+, ✡, ☾
Year 4	<u>Humanism:</u> What do Humanists believe?	<u>People of Faith:</u> How does having a faith effect your life?	<u>Communities:</u> How should we treat each other?	<u>Easter:</u> Is Easter the festival of new life or sacrifice?	<u>Sikhs in Britain:</u> What do Sikhs believe?	<u>Creation:</u> How was the world created?
		+, ☾, ॐ	☎, ✡ Non - religious +	+	☎	☎, +, ॐ
Year 5	<u>Words of Wisdom:</u> What can we learn from reflecting on Christian, Sikh and Muslim wisdom?	<u>Christmas:</u> Is Christmas today really about Jesus?	<u>Buddhism:</u> How does being a Buddhist make a difference to a family?	<u>Easter:</u> Who killed Jesus?	<u>Art and Music in religion:</u> How are key figures portrayed and what does this tell us about their beliefs?	<u>Journeys:</u> Why do People go on Pilgrimages?
	☾, +, ☎	+	☎	+	☎, +	☾, +, ☎

Year 6	<p><u>Challenging Questions-Death:</u> What happens when we die?</p> 	<p><u>Challenging Questions-Peace:</u> How can we achieve peace?</p> 	<p><u>Challenging Questions- Good and Evil</u> What makes a good person or a bad person?</p> 
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Please see the school website for a more detailed break-down plan for each year group. Each teacher has access to this document via the online drive in the 'Religious Education' folder.

3. Continuity and Progression

The subject content that each year group teaches per term has been carefully put together in accordance with the Locally Agreed Syllabus in order to ensure that the religions covered relate to religious communities in the local area, whilst making the learning meaningful and continuous. Topics progress as the children develop through each term and the teaching of different religion is gradually embedded within the curriculum plan. Topics link together in order to promote progression.

4. Time Allocation

A minimum of 5% curriculum time is required for the teaching of Religious Education. This equates to 30 hours per year in EYFS (Reception year), 36 hours per year for KST1 and 45 hours per year in KST2. This is distinct from Collective Worship and Assemblies.

5. Resources and First-Hand Experiences

Resources available to use are organised into labelled boxes. These are currently stored in the resource room near the cleaners' cupboard (KST2). The boxes include a variety of items related to different religions covered in the curriculum. Some of these items include pictures, stories, artefacts, clothing and topic books.

Visitors and parent helpers can be arranged to come into school to enhance children's knowledge and understanding when learning about different religions, celebrations and festivals. They can also provide the children with exciting learning experiences that are relatable and meaningful.

School visits in relation to Religious Education take place throughout the school year. For example, visiting the local church to take part in Christingle and Easter Services, visiting Peterborough Cathedral and Peterborough Mosque.

6. Contribution to other areas of the curriculum

Religious Education teaching can be used to enrich other areas of the curriculum, whilst it can also be enriched by other subjects in a variety of ways. Some examples are provided below:

English: Provides opportunities for spoken language, listening, extended writing and developing reading skills. For example, writing poems, re-telling stories, writing diaries, reporting a religious celebration, skim-reading when extracting information from texts and developing vocabulary.

Mathematics: Encourages a greater understanding of large numbers (dates) and encourages children to recognise patterns.

Science: Promotes opportunities for further thinking and reflection which can be useful when predicting with explanations and drawing conclusions with detailed reasoning.

SMSC: Social, moral, spiritual and cultural learning is at the heart of Religious Education. Through teaching Religious Education, opportunities are provided for spiritual development. For example, children consider and respond to questions concerning the meaning and purpose of life and are supported to recognise the difference between right and wrong through the study of moral and ethical questions. Along with British Values and Community Cohesion, the children are prepared for life in the 21st century. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and secular world views and explores their responses to life's challenges. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

PSHE: Encourages children to listen to others, teamwork and respect.

History: Provides a clear understanding of time-lines, offering a study of different and diverse culture, seeking connections between current and past events.

Geography: Provides opportunities to explore the local area, visit and study local places of worship as well as, learn about local communities and religious groups across the world.

ICT: Improves and increases research skills through using the internet, encourages more independent pupil learning, improves presentation skills.

P.E: Enables pupils to study dances/movements used in worship or at different festivals.

Art: Offers opportunities to support the social development of our children. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and work of others. Their work in general helps them to develop a respect for other people and encourages them to collaborate and cooperate across a range of activities and experiences. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Music: Allows children to learn about the music played at acts of worship or festivals, experiencing instruments from different cultures.

7. Health and Safety

The general teaching requirement for health and safety applies in this subject, please refer to the whole school Health and Safety policy for more details. Particular care should be taken when children are investigating religious artefacts and the school visits policy should be adhered to when making visits in relation to Religious Education.

8. Equal opportunities

Schools are required to teach Religious Education to all pupils on school roll, unless parents exercise their right to withdraw their children from the subject. Children will be given equal access to Religious Education irrespective of race, religion, gender, creed, level of ability or nationality. When planning and teaching Religious Education, teachers will consider:

- Setting suitable learning challenges.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Where possible teaching assistants are used to support and extend pupils learning and understanding in Religious Education. Working across the school, the Religious Education co-ordinator and staff endeavour to accelerate all pupils' progress, including that of the most able, pupils who have special educational needs and/or disabilities and disadvantaged pupils. Carefully differentiated lesson planning and preparation can help to achieve this, including the planning of first-hand experiences.

9. Withdrawal from RE Learning

The school recognises that parents may legally request that their child is withdrawn from Religious Education lessons. Where parents are wishing to exercise this right, we would ask them to contact the Headteacher. Arrangements will be made for the child(ren) to be supervised or engaged in another activity during this time.

10. Community Links

The school aims to promote close links with the local community:

- The children attend Christingle services at St John's Church
- The Christian Options in Peterborough Schools (CROPS, Educational Trust) deliver assemblies and workshops
- The children visit places of worship throughout the year
- Members of faith groups deliver assemblies and work alongside the children to enhance the curriculum
- There is an Inter-Faith council in school which recognises religious celebrations and aspects of the religious curriculum in relation to students in the school

In the past, a close link with a school in Pakistan was developed. They made regular visits to the school and collaborative projects have been designed. The aim is for children at Southfields Primary School to build communication with other school children overseas.

11. Assessment, recording and reporting

Assessment:

There are two progression targets which set out the knowledge, understanding and skills that pupils of different abilities and maturities are expected to have by the end of each year group. These are:

PT1 – Knowledge and understanding of religions and worldviews

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.

PT2- Responding to religion and worldviews

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied.

Below are the PT1 and PT2 statements for each year group:

End of Year 1 statements – Progress Target (PT)

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews	Begin to talk about different beliefs and practices using the correct vocabulary
Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.	Begin to suggest meanings behind religious and moral stories.
Show how individuals and faith communities celebrate life events.	Ask or respond to questions about how individuals and faith communities live.
Begin to name the different beliefs and practices of Christianity, at least one other religion.	Express their own ideas about belief and practices creatively.

End of Year 2 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

End of year 3 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.

End of year 4 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.

End of year 5 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.
Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.
Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code	Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives. .
Articulate simple responses to ethical questions from the range of different religions and world views studied so far.	Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.

End of year 6 statements

PT1 - Learning about religion and belief	PT2 – Responding to religion and worldviews
Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code	Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.	Discuss and apply their own and others' ideas about ethical questions and to express arguments in a structured response.

Recording Assessment of PT1 and PT2 is recorded and monitored through observation, teacher marking as well as teacher set assessments. Teachers' assessments are submitted termly to the Senior Management Team.

Reporting Progression and achievement in Religious Education is reported annually through individual pupil reports to parents and discussed in parent's evenings. End of key stage data is to be submitted to the Standing Advisory Council for Religious Education (SACRE) at the end of the summer term.

12. Review and Monitoring

The monitoring of the standards of the children's work and the quality of the teaching in Religious Education is the responsibility of the Religious Education Subject Coordinator. This involves supporting colleagues with the planning, teaching and assessing of Religious Education. The co-ordinator will monitor schemes of work, pupil experiences, resources, teaching methods and pupil needs. These areas will be evaluated in discussion with the head teacher, subject co-ordinator and teaching staff and amendments made accordingly.

13. Useful contacts/websites/resources

Contacts:

- Amanda Fitton – RE advisor for Peterborough City Council and SACRE
Amanda.Fitton@cambridgeshire.gov.uk
RE.SACRE@cambridgeshire.gov.uk

- Diocese of Ely Dr Shirley Hall, Diocesan Resource Centre, Diocesan Office, Barton Road, Ely CB7 4DX
- The CROPS Trust CROPS Associate
r.jessup@talktalk.net
- Alexandra Carton
Peterborough Cathedral Schools and Families Officer
Education@peterborough-cathedral.org.uk

Generic Resources:

<http://www.theresite.org.uk>

<http://www.bbc.co.uk/religion/religions/>

<http://www.reonline.org.uk/>

<http://www.natre.org.uk/>

<http://www.retoday.org.uk/>

<http://www.shapworkingparty.org.uk/calendar.html>

<https://www.tes.com/teaching-resources>

<https://www.religiouseducationcouncil.org.uk/>

<http://www.woolf.cam.ac.uk/>

<https://interfaith.org.uk/>

<http://assemblies.org.uk>

<https://www.twinkl.co.uk/>

Christianity

<http://www.bbc.co.uk/schools/religion/christianity/>

<http://www.understandingchristianity.org.uk/>

<https://www.christianaid.org.uk/schools>

<https://cafod.org.uk/Education/Education-resources>

<https://www.quaker.org.uk/children-and-young-people/teachers>

<https://www.salvationarmy.org.uk/schools-and-colleges>

<http://www.barnabasinchurches.org.uk/ideas/>

Buddhism

<http://www.bbc.co.uk/religion/religions/buddhism/>

<http://www.thebuddhistsociety.org/>

<http://kadampa.org/reference> (website with information on Kadampa Buddhism)

Islam

<http://www.bbc.co.uk/religion/religions/islam/>

<http://www.discoverislam.co.uk/>

<http://www.1001inventions.com/> (link to a website that showcases famous Muslim inventions, scientists and inventors)

For key vocabulary see The Agreed Syllabus for Religious Education 2018 – 2022 Glossary Of Terms. Available at:

<https://www.peterborough.gov.uk/residents/schools-and-education/religious-education/>

Judaism

<http://www.bbc.co.uk/religion/religions/judaism/>

<https://www.myjewishlearning.com/>

<https://www.chabad.org/kids> (website with clips and games)

<https://teachersportal.org.uk/schools/> (link to the teachers portal for the Jewish museum in London)

Sikhism

<http://www.bbc.co.uk/religion/religions/sikhism/>

<http://sikhcounciluk.org/>

<http://www.sikheducationsservice.co.uk>

<https://www.basicsofsikhi.com/resources/>

Hinduism

<http://www.bbc.co.uk/religion/religions/hinduism/>

<http://www.hinducounciluk.org/>

Humanism

<https://humanism.org.uk/>

<http://www.ugandahumanistschoolstrust.org/>

All information within this policy has been guided and influenced by The Agreed Syllabus for Peterborough (2023-2028).