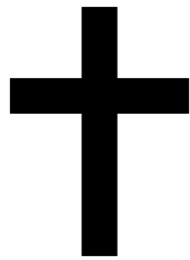


# Gwladys Street Primary and Nursery School



## Religious Education Policy



Christianity



Islam



Judaism



Sikhism



Buddhism



Hinduism

### **Vision Statement**

To provide the stepping stones for a successful and fulfilling future with the Gwladys Street Family, celebrating generations of success.

### **Aims**

We want our school to be one:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

### **Contents**

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## **Appendices**

1. Opportunities for cross curricular links
2. I can statements
3. Level descriptors

## Religious Education in Gwladys Street Primary and Nursery School

### Mission statement for RE:

Religious Education plays an important part in the spiritual and moral development of our pupils. A planned programme of Religious Education will enable children to gain a better understanding of themselves and others, including those of different faiths.

### Religious Education Syllabus:

It is law that we, as a school, provide religious Education, something that we enthusiastically agree with. The school follows the Liverpool Agreed Syllabus for Religious Education. The syllabus aims to allow pupils to explore themes and concepts within religion drawing on beliefs from a range of different faiths and world views.

The Liverpool SACRE has produced a syllabus which is intended to be fully inclusive. The aim of Religious Education is not to make believers out of our pupils but to educate and inform. The syllabus is designed in a way to be reflective and inclusive and we hope that this will mean that parents do not feel it necessary to withdraw children from RE. However, it is the right of Parents to request that their child be withdrawn from RE lessons if they so wish and any requests of this nature will be fully respected and adhered to.

### Structure of the Liverpool Agreed Syllabus:

The agreed syllabus sets out what pupils should study in Religious Education.

Foundation Stage - Although not statutory RE can be used to contribute towards the Early Learning Goals

Key Stages 1 and 2 - The syllabus follows the same format as the National Curriculum programmes of study with sections on knowledge, skills and understanding and breadth of study.

### Knowledge Skills and Understanding:

These are the key aspects of what pupil's will learn in RE. These aspects are described as 'learning about religion' (AT1) and 'learning from religion' (AT2)

**Attainment Target 1: Learning about religion**

In the syllabus AT1 "covers pupil's knowledge and understanding of individual religions and how they relate to each other..."

**Attainment Target 2: Learning from religion**

AT2 is "concerned with developing pupils' reflection on and response to their own and others' experiences in light of their learning about religion."

<b>KS1 - Knowledge, Skills and Understanding</b>	
<b>AT1</b>	<b>AT2</b>
a. Explore a range of religious stories and sacred writings and talk about their meanings.	a. Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.
b. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.	b. Ask and respond imaginatively to puzzling questions, communicating their ideas.
c. Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.	c. Identify and communicate what is important to them and others, including those with religious commitments.
d. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.	d. Reflect on how spiritual and moral values relate to their own behaviour.
e. Identify and suggest meanings for religious symbols and begin to use a range of religious words.	e. Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

KS2 - Knowledge, Skills and Understanding	
AT1	AT2
a. Describe key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.	a. Reflect on what it means to belong to a faith community, communicating their own and others' responses
b. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.	b. Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
c. Identify and begin to describe the similarities and differences within and between religions.	c. Discuss their own and others' views of religious truth and belief, expressing their own ideas.
d. Investigate the significance of religion in the local, national and global communities.	d. Reflect on ideas of right and wrong and their own and others' responses to them.
e. Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note the links between them.	e. Reflect on sources of inspiration in their own and others' lives.
f. Describe and begin to understand religious and other responses to ultimate and ethical questions.	
g. Use specialist vocabulary in communicating their knowledge and understanding.	
h. Use and interpret information about religions from a range of sources.	

**Breadth of Study:**

The knowledge, skills and understanding described above are developed through the breadth of study which has three elements.

- Belief (beliefs, teachings, figures, symbols)
- Practice (identity, relationship, morality, worship)
- Opportunities (experience, communicate, reflect, create)

Golden Opportunities for Achievement and Learning

Belief		
	KS1	KS2
Beliefs (3a)	What people believe about God, humanity and the natural world	How beliefs about God, the world and others impact lives
Teachings (3b)	How and why some stories are sacred and important in religion.	What sacred texts and other sources say about God, the world and human life.
Figures (3c)	People who are looked up to in families.	Founders of religion who have inspired others.
Symbols (3d)	How pictures, signs etc, can have special meanings.	How religious symbols can convey deeper meaning for those who understand them.

Practice		
	KS1	KS2
Identity (4a)	Who I am and my uniqueness as a person in a family and community	What is expected of a person in following a religion or belief?
Relationship (4b)	Where and how people belong and why belonging is important.	How religious families and communities practice their faith, and the contributions this make to local life.
Morality (4c)	Why people (including religious believers) identify some acts as good and others as bad.	What religions mean by 'good and evil'. What reasons, including religion, people might have for doing good or evil.
Worship (4d)	How and why celebrations are important in religion.	Where, how and why people worship, including at particular sites.

## Golden Opportunities for Achievement and Learning

Opportunities.		
	KS1	KS2
Experience (5a)	Visiting places of worship and focusing on symbols and feelings.	Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community.
Communicate (5b)	Listening and responding to visitors from local faith communities. Sharing beliefs, ideas and values and talking about feelings and experiences.	Discussing religious and philosophical question, giving reasons for beliefs.
Reflect (5c)	Using senses and having times of quiet reflection.	Considering range of human experiences and feelings on insights into life and its origin, purpose and meaning.
Create (5d)	Using art and design, ICT, music, dance and drama to develop creative talents and imagination.	Expressing and communicating insights through art and design, music, dance, drama and ICT

### **Collective Worship:**

Collective worship takes place each day, either as a class, year group, key stage or whole school.

Whole school assemblies, in partnership with St Luke the Evangelist's church, are planned on an annual basis and follow the Christian festivals. Mr Baker visits once a half term to present a story of faith and songs and a collective worship council has been established to decide on themes of hymn practices. The proposed content is based on the RE syllabus and PSHE.

The Head teacher, Deputy Head teacher and all members of teaching staff are involved in the delivery of collective worship.



Provision is made for children to be withdrawn from collective worship when parents have so requested.

**Organisation:**

RE lessons are delivered to the whole class, with some group and individual work, where appropriate. RE lessons are planned to involve activities which are active, multi sensory and which appeal to a wide range of learning styles.

**Differentiation:**

RE is planned to be inclusive, therefore consideration will be given to differing levels of abilities within each class. Teachers will use a range of methods to ensure activities can be accessed by all of the children, whilst also challenging the more able members of the class.

**Cross Curricular Links:**

Where possible consideration will be made to make link RE with other areas of the curriculum, including ICT. (See appendix 1. Cross curricular links)

**Assessment and Reporting.**

The RE syllabus and scheme of work includes "I Can..." statements. These statements enable teachers and pupils to assess progress against the RE level descriptors for Attainment targets 1 and 2.

Parents receive an annual progress report from teachers. The reports include information about pupil progress for RE.

**Visits and Visitors**

Visits as part of RE are strongly encouraged as they do help to bring the syllabus to life for the children. The benefit and success of these visits is evaluated and monitored by the subject co-ordinator.

The teachers are also encouraged to invite visitors from the local community in to class.

### **Additional information for parents**

We seek to keep our parents informed of all of the teaching that takes place within our school. We understand that some parents may have concerns about religious education and we encourage these parents to share their concerns. An overview of our syllabus is available below for your information. We wish to encourage every child to take part in RE, however, parents do have the right to withdraw their child from this teaching. If this is the case, we ask that the parents send a letter to the school requesting that their child is withdrawn from the lessons. On receiving this information, that child will be given an alternative activity during RE lessons and will not be taken to places of worship. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

## Foundation / Key Stage 1 Long term planning

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1/FS2	Ongoing (Following EYFS) - Child's own world views Developing children's awareness of their own culture and home life - stories, role play Developing relationships Celebrations Exploring the environment and nature using all senses					
Year 1	Natural world <b>Christianity</b> <b>Judaism</b> <b>Hinduism</b>	Christmas (gifts) <b>Christianity</b>	Prayer (What is it? How and why do people pray?) <b>Christianity</b> <b>Hinduism</b> <b>Judaism</b> <b>Islam</b> <b>Buddhism</b>		Easter Palm Sunday Why Easter eggs? <b>Christianity</b>	Belonging Symbols, rules and ceremonies <b>Christianity</b> <b>Judaism</b> <b>Islam</b> <b>Sikhism</b> <b>Hinduism</b> <b>Buddhism</b>
Year 2	What do people believe about God? <b>Christianity</b> <b>Hinduism</b> <b>Judaism</b>	Christmas (Good news) <b>Christianity</b>	Sacred books and stories <b>Hinduism</b> <b>Judaism</b> <b>Islam</b> <b>Sikhism</b>		Easter (In the Garden) <b>Christianity</b>	Celebrations Leaders and teachers <b>Christianity</b> <b>Judaism</b> <b>Islam</b> <b>Hinduism</b>

Key Stage 2 Long Term Planning

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Faith Stories <b>Christianity</b> <b>Hinduism</b> <b>Islam</b> <b>Sikhism</b> <b>Judaism</b>	Christmas (Jesus as light of the world) <b>Christianity</b>	Symbols <b>Christianity</b> <b>Hinduism</b> <b>Judaism</b> <b>Islam</b> <b>Buddhism</b> <b>Sikhism</b>	Easter  (Symbols) <b>Christianity</b>	Inspirational figures <b>Christianity</b> <b>Judaism</b> <b>Hinduism</b> <b>Buddhism</b>	
Year 4	Wisdom from Sacred Texts <b>Judaism</b> <b>Islam</b> <b>Hinduism</b> <b>Sikhism</b>	The Bible  Christmas <b>Christianity</b>	Prayer  Special places <b>Christianity</b> <b>Hinduism</b> <b>Judaism</b> <b>Islam</b> <b>Buddhism</b> <b>Sikhism</b>	Easter Prayer <b>Christianity</b>	Journey of life  <b>Christianity</b> <b>Judaism</b> <b>Hinduism</b> <b>Buddhism</b> <b>Islam</b> <b>Sikhism</b>	

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Year 5	Authority figures <b>Christianity</b> <b>Islam</b> <b>Judaism</b>	Sacred text/Creeds Christmas (Gifts) <b>Christianity</b> <b>Islam</b> <b>Judaism</b>	Places of worship  Easter Lent/food <b>Christianity</b> <b>Islam</b> <b>Judaism</b>	Festivals and celebrations <b>Christianity</b> <b>Islam</b> <b>Judaism</b>	Inspirational Figures  Rights and Responsibilities <b>Christianity</b> <b>Islam</b> <b>Judaism</b>	
Year 6	Sacred texts Authority figures  <b>Buddhism</b> <b>Hinduism</b> <b>Sikhism</b> <b>Christianity</b>	Christmas <b>Christianity</b>	Places of worship <b>Buddhism</b> <b>Hinduism</b> <b>Sikhism</b> <b>Christianity</b>	Celebrations Easter (Denial/Remorse) <b>Buddhism</b> <b>Hinduism</b> <b>Sikhism</b> <b>Christianity</b>	Belonging  Meditation <b>Buddhism</b> <b>Hinduism</b> <b>Sikhism</b>	Journeys  Ethical issues <b>Buddhism</b> <b>Hinduism</b> <b>Sikhism</b>

Golden Opportunities for Achievement and Learning

Opportunities for Cross Curricular links

Key stage 1

Year	Autumn 1	Autumn2	Spring 1	Spirng 2	Summer
Year 1	<p><b>Drama</b> - retell the creation story.</p> <p><b>Science</b> - observation of natural objects.</p> <p><b>ICT</b> - Use video cameras to record re-enactment of creation story</p>	<p><b>Art</b> - Create a collage of gifts/talents</p> <p><b>ICT</b> - Nativity story online</p>	<p><b>Literacy</b> - Children could contribute to writing a class prayer /Sentence to give thanks.</p> <p><b>ICT</b> - Watch video clips of Puja</p>	<p><b>Drama</b> - re-enact the Easter story</p> <p><b>DT</b> - Design and make Easter baskets</p> <p><b>ICT</b> - Easter story online.</p>	<p><b>DT</b> - Designing a symbol of belonging</p> <p><b>Drama</b> - Role play to enact a ceremony</p> <p><b>ICT</b> - Online video clips of ceremonies of belonging.</p>
Year 2	<p><b>Drama</b> - re enact the story of Noahs ark</p> <p><b>Music</b> - Use sounds and music to add effect to retelling of story</p>	<p><b>Literacy</b> - create speech bubble for characters at points in story of Angel and Shepherds.</p> <p><b>ICT</b> - Take photographs of each other acting out story of Angels and Shepherd</p>	<p><b>Literacy</b> - discuss and listen to books and stories we think are special.</p>	<p><b>Drama</b> - The Good Samaitan - act out story, freeze frame and hot seat characters.</p>	<p><b>Art</b> - Make rangoli patterns to decorate the classroom.</p> <p><b>Science</b> - Using 5 senses in re-enactment of Passover meal.</p> <p><b>ICT</b> - Divali story and activities online</p>

Golden Opportunities for Achievement and Learning

Key Stage 2

Year	Autumn 1	Autumn2	Spring 1	Spirng 2	Summer 1	Summer 2
Year 3	<b>Drama/Music</b> Re-enact the story The Calming of the storm, use instruments to create sound effects	<b>DT</b> - create a class mobile.	<b>Literacy</b> - Writing metaphors.  <b>ICT</b> - Virtual tour of places of worship looking for signs and symbols	<b>Art</b> - Design a cross  <b>ICT</b> - Using the internet to look for examples of crosses.	<b>ICT</b> - Using the internet to find out about inspirational people.	
Year 4	<b>Drama</b> - Role playing scenarios where words of wisdom can be applied	<b>Drama</b> - Hot seating characters from Nativity story	<b>Literacy</b> - rewrite the Lords prayer in modern language.	<b>Drama</b> - role play scenarios involving forgiveness.	<b>Art</b> - Create pictorial maps of children's life journey	

## Golden Opportunities for Achievement and Learning

Year 5	<p><b>Literacy</b> - Design a poster</p> <p><b>Drama</b> - use drama to explore how the Prophet Muhammad (PBUH) went from Mecca to Mount HIra.</p> <p><b>ICT</b> - Using the Internet to research Abrahams family tree</p>	<p><b>Art</b> - design a bookmark</p>	<p><b>Art</b> - create a stained glass window</p> <p><b>ICT</b> - Using the internet explore places of worship on virtual tour sites Eg.  <a href="http://www.greatwitleychurch.org.uk/virtual.htm">http://www.greatwitleychurch.org.uk/virtual.htm</a>  <a href="http://www.hitchams.suffolk.sch.uk/mosque/default.htm">http://www.hitchams.suffolk.sch.uk/mosque/default.htm</a>  <a href="http://www.hitchams.suffolk.sch.uk/synagogue/">http://www.hitchams.suffolk.sch.uk/synagogue/</a></p>	<p><b>Art</b> - Design Eid Cards</p> <p><b>ICT</b> - Listen to examples of Religious music online</p>	<p><b>History</b> - find out about inspirational figures in history e.g Anne Frank</p> <p><b>ICT</b> - Use Internet to research Anne Frank</p>	<p><b>Literacy</b> -write a letter asking a celebrity to support a charitable event.</p> <p><b>ICT</b> - Use video cameras to record interviews in roles of politician and Bob Geldof</p>
Year 6	<p><b>Art</b> - Illustrating some writings from Guru Granth Sahib</p> <p><b>ICT</b> - Use Internet to research holy books</p>	<p><b>PSHE</b> - design posters to show how to respect each other</p>	<p><b>Art</b> - Make a clay offering for a shrine</p> <p><b>ICT</b> - Research the symbolism of the Khanda</p>	<p><b>Drama</b> Hot seating, to explore Peters Denial</p> <p><b>ICT</b>- Research a festival and use Power point to create a presentation.</p> <p>Using video cameras to record re-enactments of Peter's denial.</p>	<p><b>PSHE</b> - reflect on ways we can be more responsible and how are action affect others.</p> <p><b>ICT</b> - Use word processor to type letters to Buddhist centre asking about feelings on ordination</p>	<p><b>Geography</b> - using maps and atlases to locate pilgrimage sites</p> <p><b>ICT</b> - Use the Internet to find out about the cost of a pilgrimage to India.</p>



## Golden Opportunities for Achievement and Learning