



Durweston CE VA Primary School

Religious Education Policy

**Adopted:
Revised: May 2019**

Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law.

Feed the mind, nurture the spirit, free the imagination!

Vision – the essential characteristics of religiously literate pupils

- A wide knowledge and understanding across a wide range of religions and beliefs
- An engagement with a range of questions about the meaning and significance of existence
- The ability to ask reflective and potentially challenging questions about religion that demonstrate an understanding of the issues related to the nature, truth and value of religion
- An understanding of how religious belief impacts upon values, practices and way of life
- Independent thinking – the ability to think for themselves and take initiative in asking questions, carrying out investigations, evaluating ideas and working constructively with others
- The ability to link the study of religion and belief to personal reflection meaning and purpose

Equality, Diversity and Inclusion

Our curriculum planning ensures regular, progressive access to RE for all children irrespective of gender, race, creed or disability. However

The right of Withdrawal from RE

At Durweston Primary school we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the head teacher first to discuss any concerns or anxieties they may have about the policy, provision and practice of religious education at Durweston Primary school.

Planning

Planning is based on two schemes: Understanding Christianity and Discovery. There is a two-year rolling programme for the Autumn and Spring terms. In the summer term, we have a three-year rolling programme to cover Judaism, Hinduism and Islam.

UC = Understanding Christianity unit; D = Discovery unit

Year A	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Autumn 1 God/Creation (Harvest)	UC Why is the word "God so important to Christians?	UC What do Christians believe God is like?	UC What do Christians learn from the Creation story?	UC What is it like to follow God?	UC What does it mean if God is holy and loving?
Autumn 2 Incarnation (Christmas)	UC Why do Christians perform nativity plays at Christmas? Diwali	UC Why does Christmas matter to Christians?	D2 Why did God give Jesus to the world?	D4 What is the most significant part of the nativity story for Christians today?	UC How can following God bring freedom and justice?
Spring 1 Gospel	D How do people celebrate?	UC What is the good news that Jesus brings?	UC What is the Trinity?	UC What kind of world did Jesus want?	UC Was Jesus the Messiah?
Spring 2 Salvation (Easter)	UC Why do Christians put a cross in an Easter Garden? Holi	UC Why does Easter matter to Christians?	D2 Is it true that Jesus came back to life again?	UC Why do Christians call the day Jesus died Good Friday?	UC What did Jesus do to save human beings?
Summer 1 (Pentecost)	D What can we learn from stories?			UC When Jesus left, what was the impact of Pentecost?	
Summer 2	What makes places special?				

Year B	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Autumn 1 God/Creation (Harvest)	UC Why is the word "God so important to Christians?	UC Who made the world?	As above – dig deeper	UC What is it like to follow God? – dig deeper	UC Creating and science: conflicting or complementary
Autumn 2 Incarnation (Christmas)	UC Why do Christians perform nativity plays at Christmas?	D1 What gift would I have given Jesus?	D3 Has Christmas lost it's true meaning?	D5 Is the Christmas story true?	UC What kind of king is Jesus?
Spring 1 Gospel	D How do people celebrate?	D Was it always easy for Jesus to show friendship?	UC What is the Trinity? – dig deeper	UC What kind of world did Jesus want? - dig deeper	UC What would Jesus do?
Spring 2 Salvation (Easter)	UC Why do Christians put a cross in an Easter Garden?	D! Why was Jesus welcomed like a celebrity on Palm Sunday?	D What is good about Good Friday?	D Is forgiveness always possible?	UC What difference does the resurrection make for Christians?
Summer 1 (Pentecost)	D What can we learn from stories?			UC When Jesus left, what was the impact of Pentecost? – dig deeper	
Summer 2	What makes places special?				

Starfish to cover Diwali (and Holi) as part of their two year topic cycle instead of Chinese New Year.

Other faiths are studied on a 3 year rolling programme that covers Judaism, Islam and Hinduism. *Units in italics are my suggestions as no Discovery unit exists.*

Year 1 Judaism	Dolphins	Seahorses	Sharks	Porpoises
Summer 1 (Pentecost)	D1 Is Shabbat important to Jewish children?	D2 How special is the relationship Jews have with God?	Two year rolling programme – see above	D4 How important is it for Jewish people to do what God asks them to do?
Summer 2	D1 Does celebrating Chanukah make Jewish children feel close to God?	D2 What is the best way for a Jew to show commitment to God?	D4 How special is the relationship Jews have with God?	D4 What is the best way for a Jew to show commitment to God?
Year 2 Islam	Dolphins	Seahorses	Sharks	Porpoises
Summer 1 (Pentecost)	D2 Does praying at regular intervals everyday help a Muslim in his/her everyday life?	D2 Does going to the Mosque everyday give Muslims a sense of belonging?	Two year rolling programme – see above	D6 Does belief in Akhirah (life after death) help Muslims lead good lives?
Summer 2	<i>Why is the Koran so important to Muslims?</i>	D2 Does completing the Hajj make a person a better Muslim?	D6 What is the best way for a Muslim to show commitment to god?	
Year 3 Hinduism	Dolphins	Seahorses	Sharks	Porpoises
Summer 1 (Pentecost)	<i>Does praying at home help a Hindu in his/her everyday life?</i>	D3 How can Brahman be everywhere and in everything?	Two year rolling programme – see above	D5 How can Brahman be everywhere and everything?
Summer 2	D3 Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	D3 Would visiting the River Ganges feel special to a non-Hindu?	D5 What is the best way for a Hindu to show commitment to God?	D6 Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

All science work, apart from in Starfish, is recorded in a purple A4+ exercise book with plain pages. Any written work should be done on lined paper and stuck in neatly. RE books are handed up to the next class at the end of the year. Starfish have one class book in which the teacher sticks photos and relevant quotes from the children.

Assessment

At the beginning of each unit of work, the teacher constructs a sheet showing the expected outcomes. (See Appendix 1) At the end of the unit the teacher and/or the children can assess their progress against these outcomes. At the end of each term, the teacher will input an assessment into INSIGHT (Below, just below, ARE or Above) for each child.

Monitoring and review

The co-ordination of the RE curriculum is the responsibility of the Head teacher. Each term, planning will be monitored to make sure it follows the long-term plan and to support colleagues in their teaching. Each term, work in RE books will be scrutinized and at the end of the year, a Pupil survey (Appendix 2) will be carried out. RE will also be monitored by a member of the governing body. At the end of the year, the co-ordinator will write an action plan based on what they have found out through their monitoring activities.

This policy will be reviewed every four years.

Summer 2019 NB

Appendix 1 – Annual Pupil survey

What do you think about RE in your school?

1. What do you like learning about other people and their beliefs in life?	
2. What are some of the things you discuss in RE?	
3. What kind of important questions do you discuss in RE?	
4. How do you know what to do in your RE work?	
5. How often do you do act or do a play in RE? How often do you sing or use instruments in RE? How often do you paint or draw pictures in RE?	

<p>6. What interesting things did you learn from the last visitor in RE?</p>	
<p>7. How often do you go on visits, use artefacts or stories or art to explore ideas in RE?</p>	
<p>8. Do you get the chance to learn about people from around the world?</p>	
<p>9. What would make your RE learning even better?</p>	
<p>10. What else would you like to tell us about RE?</p>	

Appendix 2 – Example Assessment sheets

Creation and Science: conflicting or complementary? Porps Autumn 1 2019

By the end of this unit, you should be able to:

<ul style="list-style-type: none">  Outline the importance of Creation on the timeline of the 'big story' of the Bible.  Identify what type of text some Christians say Genesis 1 is, and its purpose.  Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.  Make clear connections between Genesis 1 and Christian belief about God as Creator.  Show understanding of why many Christians find science and faith go together.  Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.  Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. 	
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Skills and attitudes used in this enquiry

	Engagement	Investigation	Evaluation	Expression
Skills	Interpretation Empathy	Investigation Application	Discernment Analysis Evaluation	Expression Reflection Synthesis
Attitudes	Curiosity Appreciation Wonder	Critical Awareness	Open-mindedness	Self-awareness

What kind of King is Jesus?

Porpoises Autumn 2 2019

By the end of this unit, you should be able to:

<ul style="list-style-type: none">  Explain the place of Incarnation and Messiah within the 'big story' of the Bible.  Identify Gospel and prophecy texts, using technical terms.  Explain connections between biblical texts, Incarnation and Messiah, using theological terms.  Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.  Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.  Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives. 	
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