



Ireby Church of England Primary School

Religious Education

Signed by:

_____  _____ Head Teacher

Date: 2nd October 2022

Next review date: October 2024 or sooner if required

School Governance:

Responsibility of the school leadership

Religious Education

As a Church of England School, the teaching of Religious Education is very important to us. We teach our RE accordance with Carlisle Diocese which states that 'RE and Collective Worship are crucial to developing a successful ethos within church schools. Collective Worship must be carried out in accordance to the schools' trust deed'.

At Ireby Church of England school we follow 'Discovery RE'; a scheme that has been approved by Carlisle Diocese.

Our pupils learn about the Christian faith and other major faiths. We learn through asking questions and, through our discussion and research, trying to answer those questions.

Collective Worship is supported by Binsey Team Mission Community and the Reverend Stephen Banks and his team.

Christian vision: 'Created to do Good' Ephesians 2:10

By instilling our values through our learning and play, it is our hope that our children develop a deeper understanding of themselves and the world around them.

We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

Our Aim

To build children's RE skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

Intent

Religious Education at Ireby Primary School not only teaches our children about major world religions and views, but also allows them to develop a greater perception of themselves within their community. It enables children's spiritual, social, moral and cultural understanding to evolve and flourish within a creative, nurturing environment.

Implementation

At Ireby Primary School, we follow the Carlisle Agreed Syllabus and deliver our curriculum through Discovery RE. Our Religious Education curriculum has been carefully designed to ensure that children have a sound knowledge of the six major religions, with emphasis placed on Christianity and Islam which will be studied in greater depth. Both religious and non-religious world views are studied through a series of meaningful selected questions to form our objectives by comparing different faiths and their religious festivals. Learning is built upon each year as children progress in their knowledge. Our children are encouraged to think deeply, pose questions and compare views. Learning in Religious Education takes place in many ways- through art, music, reflection, time, ICT, writing, drama, artefacts and the great outdoors. We work closely with our local church and diocese who are very involved in the spiritual life of our school.

We enrich our Religious Education curriculum through trips to places of worship as well as school visits from members of other religions to hold engaging, creative workshops. These visits enhance and deepen our pupils' understanding of other cultures and benefit their social, moral and cultural development. We pride ourselves in our links with local churches and visit regularly to learn about and take part in festivals and celebrations.

Implementation of computing will be in-line with our [Curriculum intent, implementation and impact policy](#).

Impact

Throughout their time here, children foster sensitivity and respect towards other cultures by embracing and welcoming differences. By the time children leave Ireby Primary School, they hold the ability to accept all faiths due to their strong knowledge that has been secured and built upon over the years. Pupils can compare and contrast views, be compassionate, empathise with others, demonstrate respect, present curiosity, show humility, link experiences and share opinions. These skills mean that our children play a loving, caring, responsible part in our community and the wider world.

Timetabling and organisation

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). In Key Stage 1 and 2, RE is planned on a two-year rolling programme.

Our RE curriculum

Our RE curriculum supports every child to, as a minimum, reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

Our RE curriculum is organised around the following themes:

The list of concepts for Christianity is

- Covenant
- Fall
- Forgiveness
- Gospel
- Incarnation
- Relationship with God
- Repentance
- Salvation
- Trinity
- Creation

The other 5 principal religions represented in Britain should be studied across the Key Stages. They are split into 2 groups,

Group A - Judaism and Islam

Group B - Hinduism, Buddhism and Sikhism

By the end of KS2 pupils will have an adequate understanding of at least 3 religions

During the Foundation Stage learners should experience enquiry-based RE-related activities from a range of religions

Key Stage 1 - Pupils study Christianity and one other principal religion from Group A or B. Knowledge of aspects of

other religions and world views will also feature

Key Stage 2 - Pupils study Christianity plus the same other principal religion encountered in Key Stage 1. They also study a different religion from the group not studied so far. Knowledge of aspects of other religions and world views, especially those with a local presence will also feature.

Discovery RE gives opportunities for Christianity to be studied in every year group and enquiries into the other 5 principal religions. It thus provides the coverage and flexibility needed to meet the Cumbria syllabus requirements.

End of Key Stage colour-coded descriptors in Discovery RE (End points)

<p>“WORKING AT” expectation.</p> <p>Most children are expected to reach these expectations.</p>	<ul style="list-style-type: none"> • GREEN DESCRIPTORS • Personal resonance with or reflection on • The concept / belief underlying the subject matter of the enquiry • Child's own thoughts, opinions, belief, empathy. 	<ul style="list-style-type: none"> • BLUE DESCRIPTORS • Knowledge and understanding of the subject matter of that enquiry (subject knowledge) 	<ul style="list-style-type: none"> • RED DESCRIPTORS • Skills of evaluation and critical thinking in relation to the big enquiry question
<p>End of Key Stage 1 (Year 2)</p>	<ul style="list-style-type: none"> • I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world • I can verbalise and / or express my own thoughts 	<ul style="list-style-type: none"> • I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. 	<ul style="list-style-type: none"> • I can start to think through the enquiry question • using some facts and am beginning to see there could be more than one answer.
<p>End of LOWER key Stage 2 (Year 4, Age 9,</p>	<ul style="list-style-type: none"> • I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. • I can express my own 	<ul style="list-style-type: none"> • I can recall facts about religions I have studied, select the facts that • are most significant to the enquiry and start to 	<ul style="list-style-type: none"> • I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.

	opinions and start to support them with rationale.	explain their relevance / importance.	
End of Key Stage 2 (Year 6, Age 11)	<ul style="list-style-type: none"> I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be <ul style="list-style-type: none"> different for other people because of their religion/ beliefs I can express my own thoughts etc having reflected on them <ul style="list-style-type: none"> in relation to other people's. 	<ul style="list-style-type: none"> I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems. 	<ul style="list-style-type: none"> I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

- 3 age-related expectation descriptors for each enquiry in each year group. These expectations (working towards the standard, expected and Greater Depth) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE.

The 3 aspects of learning are colour-coded:

Green: personal resonance with or reflection on Blue: knowledge and understanding of

Red: evaluation/critical thinking in relation to the enquiry question

This colour coding runs through the planning and activity sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.

Long term Plan :Cycle A

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
EYFS (Nursery Package)	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
KS1	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas – Jesus as a gift from God Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Passover Key Question: How Important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter - Resurrection Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Rites of Passage and Good Works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism
LOWER KS2	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Key Question: What is the most significant part of the Nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How Important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of passages and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
UPPER KS2	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? Religion: Christianity	Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and Meaning Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives? – Part 1 Religion: Islam	Theme: Beliefs and Meaning Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives? – Part 2

Cycle B

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
EYFS (Reception Package)	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
KS1	Theme: The Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: The Christmas Story Key Question: What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter – Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish Children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish Children? Religion: Judaism
LOWER KS2	Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter – Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism
UPPER KS2	Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism	Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity	Theme: Beliefs and Moral Values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity

Monitoring and evaluation of effectiveness of this policy

The headteacher and RE subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our RE leader will sample RE lessons during the year
Pupil voice	Samples on RE during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's RE policy so that we can take account of new initiatives and research or any changes in the RE curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.