



# RELIGIOUS EDUCATION CURRICULUM POLICY & SCHEME OF WORK – March 2017

*At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.*

---

## 1. Policy Statement Summary

At Trefonen we believe that Religious Education contributes dynamically to children's' education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

## 2. Aims & Objectives

At Trefonen the curriculum for RE has three broad aims. There are reflected in the 3 key strands within our programme of study. They are to ensure that all pupils:

- A. Know about and understand a range of religions and worldviews .
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

Our objectives relate to our 3 key aims (in our programme of study these are called strands). The objectives of our RE curriculum are detailed in Appendix A

## 3. Breadth of study

The law requires that our school's RE syllabus 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Pupils learn about diverse religions and worldviews including Christianity and the other principal religions. Our school recognises the diversity of the UK and the importance of learning about its religions and worldviews.

As a Church of England controlled School RE plays an important role in defining our school's distinctive Christian character. RE is central to the school's understanding of education and mission, and the commitment that 'the Church at national, diocesan and local level is called to work towards every child and young person having a life enhancing encounter with the Christian faith and the person of Jesus Christ'

## 4. Expected Outcomes

Our expected outcomes relate directly to our 3 key aims/ strands and their related objectives. They make clear what we expect of our pupils by the end of each key stage. They are detailed in Appendix A

## 5. Programme of Study

Our RE curriculum is planned with reference to the Shropshire Agreed Syllabus (which has the full endorsement of the Diocese of Litchfield) and the recommendations of the RE Council of England and Wales. Our curriculum also pays due regard to British Values and SMSC.

Foundation Stage - In the Foundation Stage pupils encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Pupils are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.

Key stage 1 - Pupils in KS 1 develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are taught basic subject specific vocabulary. They are encouraged to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Key Stage 2 - Pupils in KS2 extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils are encouraged to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

The specific objectives of our programme of study for each key stage are outlined in Appendix B.

### 6.1 Units of Work

Specific units of work or teaching modules for each class are selected by staff according to our school's agreed scheme of work, 'Discovery RE', and two year teaching cycle (Appendix C). Our scheme of work is an 'enquiry' based programme which relates directly to our 3 key aims or strands and their linked objectives. By using an enquiry based model, our pupils' critical thinking skills are developed, their motivation to learn is increased, and their knowledge and understanding of, and empathy with people and their beliefs, religions and culture is enhanced.

#### The Enquiry Approach

In the enquiry approach there is a key question for enquiry within each unit of work or teaching module. This requires pupils to use their subject knowledge and apply it to the enquiry question. At Trefonen we recognise that knowledge is not an end unto itself. Our curriculum focuses on developing pupils critical thinking skills and requires them to reflect on their own thoughts and feelings. Our enquiry approach uses a 4 step model within each unit of work or module:

Step 1: Engagement – The key question is explored within pupils' own experience

Step 2: Investigation – The teacher guides pupils through enquiry and subject knowledge that is carefully selected to assist pupils' thinking about the key question. (Some key questions have a lot of content, so teachers need to be selective and try not to cover too much – depth is more important!)

Step 3: Evaluation – This lesson draws together the pupils' learning and their conclusions about the key question of that enquiry.

Step 4: Expression – The teacher takes pupils back to Step 1, their own experience, to reflect on how this enquiry may have influenced their own starting points / beliefs.

This approach recognises that children are free to make their own choices and decisions concerning religion and belief. Our RE curriculum does not try to persuade, but rather to inform and develop pupils knowledge, skills and understanding.

## **Planning**

Our scheme of work includes long and medium term plans. Our long term plans and teaching cycle are included in appendices A, B and C.

Medium term plans (Discovery RE) are linked to on-line teaching resources and include:

- The key enquiry question, related to a specific key aim / strand
- The particular religion/s through which the question will be investigated
- Links to Key religious celebrations or themes within the specified religions
- Specific areas of enquiry to be investigated
- Values ( in the Discovery RE scheme these are called 'area of focus')
- Key learning objective,
- Opportunities to develop SMSC
- Links to on-line teaching resources for use with pupils.

## **6. Concepts, Skills and Attitudes / Areas of enquiry**

Our programme of study and scheme of work is intended to support staff in delivering an RE programme that enables children to develop and gradually enrich their understanding of a set of overarching concepts, to have opportunities to develop specific skills, to explore their attitudes, values and beliefs and develop the language and strategies that they need to manage them.

Through our programme of study pupils should also be able to increase and deepen their knowledge and understanding of key areas of enquiry in RE. These relate to the religions and worldviews studied.

The range of key areas of enquiry in our RE Curriculum include:

- beliefs, teachings, sources of wisdom and authority;
- ways of living;
- ways of expressing meaning;
- questions of identity, diversity and belonging;
- questions of meaning, purpose and truth;
- questions of values and commitments

## **7. Our Teaching Programme**

The teaching of RE at Trefonen should equip pupils with systematic knowledge and understanding of a range of religions and worldviews that helps them to develop their own ideas, values, and identities. It should develop in our pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Through our programme of study our pupils should gain and deploy the skills that they need to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their own personal beliefs, ideas, values and experiences, whilst also respecting the right of others to differ.

Through the Discovery RE scheme of work, staff have access to on- line resources and an on-going hub of support, for example the '*Discovery RE Gallery*' includes teaching ideas and examples of pupils' work. [Email link to be confirmed.](#)

## 8. Social, Moral, Cultural and Spiritual Development (SMSC)

<b>Spiritual</b>	widening pupils vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
<b>Moral</b>	helping each pupil develop their own informed values.
<b>Social</b>	helping pupils to understand some of the major forces shaping the values in our society.
<b>Cultural</b>	aiding pupils in exploring aspects of their own cultural heritage, and in developing positive attitudes towards diversity.

Through our RE curriculum pupils are given explicit and implicit opportunities to develop their spiritual, moral, social and cultural well-being. Lessons give a structured and safe space for pupils to reflect, discuss and engage in dialogue and debate. Lessons allow for pupils to make timely and sensitive responses to unforeseen events of a religious, moral or philosophical nature, whether local, national or global. Additional opportunities to develop SMSC are included across the formal and informal curriculum, but particularly with our PSHE curriculum.

## 9. British Values

The DfE statement about British Values says that :

*'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'.*

Our programme of study and schemes of work advocates the holistic study of one religion or belief system at a time to avoid confusion, but in due course pupils will begin to identify similarities and draw comparisons between different faiths. Through our curriculum pupils learn to understand and respect the experiences of others. They are also enabled through knowledge, to challenge ideas about religion and recognise intolerance.

## 10. Assessment, Recording & Reporting of RE

There are a number of reasons why it is important that learning in RE is assessed. It is important for pupils to have opportunities to reflect on their learning. Assessment also increases pupils' motivation and improves learning as they raise their awareness of their development. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that RE is having for pupils and for whole school outcomes.

The essential concept, skills, attributes and attitudes that are identified within our programme of study are the hardest aspect of learning to assess e.g. it is difficult for teachers to accurately assess the extent to which a pupil can appreciate views different from their own. Pupils themselves will be able to judge whether they feel more confident, or have a firmer understanding than they did before a particular series of lessons. Equally, opportunities for personal reflection and sharing the outcomes of their reflection are essential to ensure that pupils have the time and space within the lessons to reflect, either privately or through discussion. This is a vital part of the assessment process at Trefonen. Assessing learning in RE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Progress: The benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

Recording and Reporting: Broad individual pupil assessments are recorded by teachers on the school's data management system (Classroom Monitor). A comment is made by the teacher in the end of year reports, which provides information on how their child has progressed in RE.

## **11.Equal Opportunities**

It is expected practise at Trefonen that teaching and learning opportunities are planned to include the needs of, and ensure equality of opportunity for all pupils, whatever their race, religion, gender, disability or educational need. This includes ensuring that the needs of pupils with SEND. Teachers are expected to make use of a range of teaching styles and strategies to match the children's preferred learning styles.

Pupils who are more able in R.E. can easily and quickly apply the specific skills and processes of R.E. and demonstrate high levels of understanding, insight, maturity and achievement. For more able children, teachers will provide additional opportunities for them to deepen their knowledge skills and understanding.

## **12.Right to Withdraw**

Parents have the right to withdraw their children from R.E. lessons. Individual teachers have the right to exempt themselves from teaching R.E. This does not make assumptions about, or make preconditions for, the personal commitments of teachers or children.

At Trefonen School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the head teacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE provided by the school and set out the options open to the parents as set out in education law. 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. Where a pupil is withdrawn from RE and does not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

## **13.Monitoring & Evaluation**

The impact of the RE curriculum at Trefonen is monitored by the Re Curriculum Leader and RE Link Governor, using the SIAMS schedule and the expected outcomes identified in our RE programme of study. Outcomes are reported to the Foundation Governors Group. The RE Subject Leader submits an annual report to the Foundation Governors Group.

The overall effectiveness of RE provision is monitored by the diocese through the SIAMS inspections.

**Policy Date:** 28/03/17

### Appendices:

A: Programme of Study Overview

B: Units of work (Two-yearly cycle – to be completed )

C: Litchfield Diocese list of Christian terminology by Key Stage ( to be added)

### References:

'A Curriculum Framework for RE in England' – The RE Council of England and Wales, October 2013

Shropshire Agreed Syllabus

Litchfield Diocese RE Policy Guidelines

Links to other school policies:

- Values Curriculum
- Spirituality Policy
- Worship Policy
- British Values and Prevent Policy and Scheme
- PSHE Policy and Scheme.

## Appendix A: Programme of Study

<b>Key Strand</b>		
<b>Key Strand A:</b> Know about and understand a range of religions and worldviews.	<b>Key Strand B</b> Express ideas and insights about the nature, significance and impact of religions and worldviews.	<b>Key Strand C</b> Gain and deploy the skills needed to engage seriously with religions and worldviews.
<b>Objectives</b>		
A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; A2. Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; A3. appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; B3. Appreciate and appraise varied dimensions of religion or a worldview.	C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; C2. Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; C3. Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
<b>Expected Outcomes</b>		
<b>By the end of KS1 pupils should be able to:</b>  A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	<b>By the end of KS1 pupils should be able to:</b>  B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews.	<b>By the end of KS1 pupils should be able to:</b>  C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
<b>By the end of KS2 pupils should be able to:</b>  A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	<b>By the end of KS2 pupils should be able to:</b>  B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	<b>By the end of KS2 pupils should be able to:</b>  C1. Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## Appendix B: Key Stage Objectives

Foundation Stage	Key Stage 1	Key Stage 2
<p><i>In the Foundation Stage pupils encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Pupils are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.</i></p>	<p><i>Pupils in KS 1 develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are taught basic subject specific vocabulary. They are encouraged to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</i></p>	<p><i>Pupils in KS2 extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils are encouraged to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</i></p>
<p><b>In line with the DfE’s 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.</b></p> <p><u>Communication and language:</u></p> <ul style="list-style-type: none"> <li>• children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;</li> <li>• use talk to organise, sequence and clarify thinking, ideas, feelings and events;</li> <li>• answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different sources; • talk about how they and others show feelings;</li> <li>• develop their own narratives in relation to stories they hear from different traditions. Personal, social and emotional development:</li> <li>• children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;</li> <li>• work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;</li> <li>• talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable;</li> <li>• think and talk about issues of right and wrong and why these questions matter;</li> <li>• respond to significant experiences showing a range of feelings when appropriate;</li> <li>• have a developing awareness of their own needs, views and feelings and are sensitive to those of others;</li> <li>• have a developing respect for their own cultures and beliefs, and those of other people;</li> <li>• show sensitivity to others’ needs and feelings, and form positive relationships.</li> </ul> <p><u>Understanding the world</u></p> <ul style="list-style-type: none"> <li>• children talk about similarities and differences between themselves and others, among families, communities and traditions;</li> <li>• begin to know about their own cultures and beliefs and those of other people;</li> <li>• explore, observe and find out about places and objects that matter in different cultures and beliefs.</li> </ul> <p><u>Expressive arts and design</u></p> <ul style="list-style-type: none"> <li>• children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;</li> <li>• respond in a variety of ways to what they see, hear, smell, touch and taste.</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• children are given access to a wide range of books, poems and other written materials to ignite their interest.</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>• children recognise, create and describe some patterns, sorting and ordering objects simply.</li> </ul> <p><i>These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE 2013).</i></p>	<p><b>Pupils should be taught to:</b></p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p> <p>A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p><b>Pupils should be taught to:</b></p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

## Appendix B: Subject Map / Units of Work (To be completed)

RED CYCLE		AUTUMN			SPRING		SUMMER	
Robins	Theme	Special People	Christmas	Celebrations	Easter	Story Time	Special Places	
	Key Question	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?	
	Religions	Christianity & Judaism	Christianity	Islam & Judaism	Christianity	Christianity, Buddhism, Islam, Hinduism, Sikhism	Christianity, Islam & Judaism	
Nightingales	Theme							
	Key Question							
	Religions							
Wrens	Theme							
	Key Question							
	Religions							
Puffins	Theme							
	Key Question							
	Religions							
Hawks	Theme							
	Key Question							
	Religions							

BLUE CYCLE		AUTUMN			SPRING		SUMMER	
Robins	Theme							
	Key Question							
	Religions							
Nightingales	Theme							
	Key Question							
	Religions							
Wrens	Theme							
	Key Question							
	Religions							
Puffins	Theme							
	Key Question							
	Religions							
Hawks	Theme							
	Key Question							
	Religions							