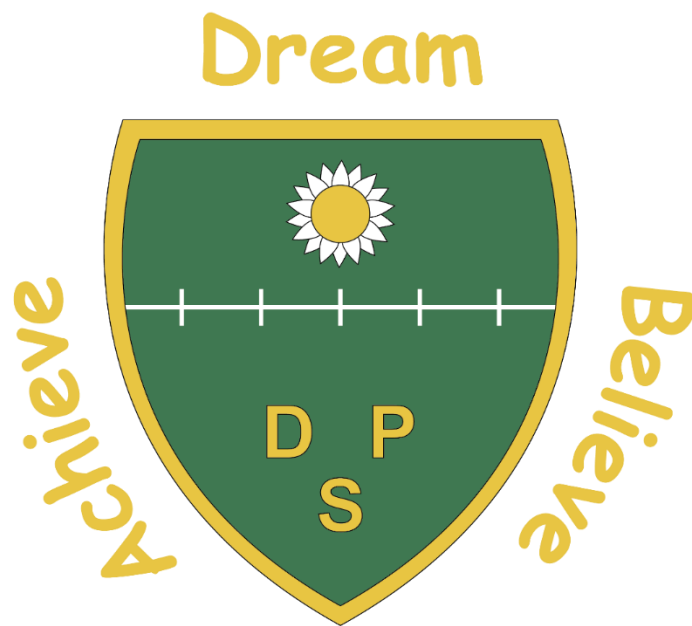


Daisyfield Primary School



RE Policy

September 2023

Intent

At Daisyfield Primary School we believe that Religious Education is a subject that combines academic rigour with the development of the character and spirit of the child. RE provides opportunities for spiritual development and personal reflection. On a quest to discover more about religion and world views pupils will discover more about themselves. As RE develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Pupils experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions.

Aims

The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religions, reflecting on their own ideas and ways of living.

At Daisyfield Primary School we aim to deliver a curriculum that:

- Knows about and understand a range of religions and worldviews.
- To express ideas and insights about the nature, significance and impact of religions and worldviews.
- To gain and deploy the skills needed to engage seriously with religions and worldviews.
- Celebrates the diverse and rich community at Daisyfield Primary School.
- Inspires creative learning through excellent teaching practices that build on prior R.E. learning and allows for repetition and progression of skills that build upon starting points.
- Embraces the community in which it is situated, recognising local places of worship including: church, mosque, synagogues and temple.
- Is inclusive, develops self-confidence and identifies that all our children are unique and therefore we should all be tolerant of each other's beliefs.
- Encourages our children to be inquisitive about others beliefs and develop inquiry based R.E. skills that allow them to be culturally aware of the world around them.
- Promotes equality and understanding of British values and ensures the children are prepared for life in modern Britain.
- Promotes and builds every child's spiritual, moral, social and cultural (SMSC) development.

Impact

At Daisyfield Primary, we envision our RE curriculum impacting the pupils in the following ways:

- Children will have a stronger awareness of the world around them and will be mindful of the beliefs of others.
- Children will feel they are valued as individuals and that their beliefs are valued and celebrated.
- Enjoyment of the R.E. curriculum will promote creativity, achievement, confidence and inquisitive minds.
- Children feel safe to learn new things and share their beliefs with others in an accepting environment.
- Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.
- Children to make a positive contribution to the world in which they live?

Curriculum

At Daisyfield Primary School RE is taught on a weekly basis. The most recent national guidance states that the expectation is that there is a minimum allocation of 5% of curriculum time for R.E.

At Daisyfield Primary School R.E is taught in line with the Blackburn Diocesan Board of Education through Questful RE. Each half term, the children are taught through a theme/unit based around a key question approach.

Daisyfield Primary School – RE Overview 2024-2025						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	EYFS 2 Harvest: Why do people of faith say thank you to God at Harvest time? 4 Hours EYFS 10 Prayer: What is prayer? 3 Hours Islam Judaism	EYFS 4 Christmas: How do Christians celebrate Jesus birthday? 3 Hours Why do Hindus light candles at Diwali? Hinduism 3 Hours	EYFS 11 Special Times: How do you celebrate special times? 3 hours Hinduism Islam 3 hours RAMADAN ASSEMBLY	EYFS 7 Easter: Why do Christians believe that Easter is all about love? 5 Hours	EYFS 9 Special Places: What makes a place Holy? 3 Hours Hinduism Islam 3 Hours	EYFS 3 Special People: Why do Christians believe Jesus is special? 3 Hours Founders and Leaders of faith Buddhism Islam 3 Hours
Beech Year 1	1.1 Harvest: How can we help those who do not have a good harvest? 3 Hours How do people of Jewish faith celebrate the harvest? Judaism 2 Hours	1.3 Christmas: Why do we give and receive gifts? 5 Hours Hinduism Islam 1 Hour	1.2 Creation: What are your favourite things that God created? 3 Hours What do people of Muslim and Hindu faith believe about how God made the world? 3 Hours Hinduism Islam	1.5 Easter: What do you think is the most important part of the Easter story? 5 Hours	1.7 Baptism: Why is baptism special? 3 Hours How do people of world faiths welcome new babies? 4 Hours Hinduism Islam Humanism CHURCH VISIT	1.4 Jesus: What made Jesus special? 6 Hours

The curriculum content is a balance of the three essential disciplines of quality RE, Theology, Philosophy and Social Science. This means pupils look at concepts through a theological lens, exploring what people of faith believe. Alongside this pupils explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives. They also think like philosophers, and be equipped with the skills that will enable them to make sense of life's experiences.

At Daisyfield we deliver RE through an open investigative enquiry approach the pupils will be given the sense of being on a quest of discovery through a question. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. The questions set the route through the curriculum content.

RE in EYFS

Children in EYFS learn RE through planned, purposeful play and through a mix of adult-led and child-initiated activities connected to the EYFS 7 areas of learning.

Children in the EYFS will encounter religions and world views through sharing of their own experiences, special people, books, times, places and objects and by visiting places of worship. They are given the opportunity to listen and talk about stories. Children are introduced to subject specific words/vocabulary and use their senses to explore beliefs, practices and forms of expression. They use their imagination and curiosity to develop their appreciation of the world they live in. Children are asked questions to enable them to reflect on their own feelings and experiences and to also relate to feeling of others.

For further guidance refer to the EYFS Policy.

Key Stage 1

In Key Stage 1, children are encouraged to develop their knowledge and understanding of religions and worldviews, recognising their local and national and global contexts. They are introduced to basic subject specific vocabulary. Children are motivated to raise questions and begin to express their own views and ideas in response to the materials they learn about.

In Key Stage 1 children will learn knowledge skills and understanding through learning about the beliefs of Christians, Muslim, Judaism, Hinduism and Sikhism. Children may also encounter other religions and worldviews in thematic units, where appropriate.

Key Stage 2

In Key Stage 2, children are encouraged to extend their knowledge and understanding of religions and worldviews, recognising their local and national and global contexts. They will be introduced to an extended range of sources and subject specific vocabulary. Children will be stimulated to ask increasingly challenging questions about religions, beliefs, values and human life. They will learn to express their own ideas in response to the materials they engage with, identifying information, selecting examples and giving reasons to support their ideas and views.

In Key Stage 2, children will learn knowledge skills and understanding through learning about the beliefs of Christians, Muslim, Judaism, Hinduism, Sikhism, Buddhism, Humanism

people. Children may also encounter other religions and worldviews in thematic units, where appropriate.

Assessment

At Daisyfield teachers continually assess and monitor children's needs and developments and alter their planning and teaching accordingly to the children's learning needs. Progress is reported to parents at parents evening and in the annual school report.

Children are assessed termly based on the skills they have been taught.

Special Educational Needs

RE contributes towards the SEND policy and MA&T by ensuring that pupils with learning difficulties are able to:

- Develop their self-confidence and awareness.
- Understand the world they live in as individuals and as members of groups.
- Bring their own experiences and understanding of life into the classroom.
- Develop positive attitudes towards others, respecting their beliefs and experience.
- Reflect on, and consider, their own values and those of others.
- Deal with issues that form the basis for personal choices and behaviour.

Access to RE for pupils with learning difficulties can be improved by:

- Using sensory materials and resources through sight, touch, sound, taste or smell, for example, music, tactile artefacts, plants in a sensory garden.
- Giving pupils first hand experiences, for example, visitors to Daisyfield, visits to religious buildings, involvement in festivals and special times.
- Organising a range of activities to give personal experiences, for example, dance, drama, visits to a range of environments.
- Helping pupils to understand and appreciate their world and its diversity.
- Using a range of resources, for example, interactive/sensory stimuli, ICT, to increase pupils' knowledge of religions and the elements in them.
- Providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves.
- Adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, role-play, music making, presenting work as a painting instead of writing.
- Balancing consistency and challenge, according to individual needs.

For further guidance refer to the SEND Policy.

More able and talent

At Daisyfield we identify our More Able and Talented children using our Daisyfield Assessments. We outline those working 'Above' given objectives. We meet the needs of these children by planning for specific questioning opportunities which require Higher Order Thinking Skills.

In RE we have identified 5 characteristics of the most able which are as follows: ...

- They are keen to know/find things out.
- They can make links with daily life, considers impact, etc
- They consider religious beliefs, practices or issues sensitively and with a non-judgmental balance.
- They have a good sense of self. Can see how their belief, influences, etc, can affect their learning prejudice, etc
- They are keen and eager to learn, they are excited by RE and create a buzz in the room.

Matching Work to Pupils' Needs

At Daisyfield teachers are aware of the fact that some pupils have special and deep experience of a religion through family practice. This, of course, may not relate to their general educational 'ability'. Therefore, it is important that these children are appropriately challenged by:

- Using a variety of challenging questioning strategies to explore religious phenomena.
- Setting extension tasks to encourage greater depth of understanding.
- Challenging and developing use of spoken and written religious language with both sacred texts and general literature.
- Teaching pupils correct terminology and language needed to handle sophisticated religious, spiritual, ethical and philosophical questions ideas and materials.
- Encouraging pupils to make connections between their work in RE and other subjects.

Equal opportunities

At Daisyfield the teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities, regardless of their religious beliefs, gender, race, ability, social background or physical capacity. Care is taken in RE to avoid the reinforcement of negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials and experiences, in order to reflect the cultural diversities of our society.

For further guidance refer to the Equal Opportunities Policy.

Right of withdrawal

Parents have the right to withdraw their children from all or part of Religious Education. However, we would strongly advise against this, as RE plays an important part in your child's development. We would advise any parent with concerns to speak to the class teacher in the first instance.

Monitoring

To ensure that the RE policy is in practice at Daisyfield, and to help teachers keep track of their own work and needs for support or training, the SLT and Subject Leader's monitor and evaluate this practice by

- Reviewing, monitoring and evaluating the provision and the practice of RE.
- Identify trends, make comparisons and know about the different groups within the school.
- Monitor planning, checking for clarity of outcomes and aspects of differentiation.
- Carry out observation, learning walks and pupil voice questionnaires.
- Feedback and report on the findings.
- Samples pupil's work (book scrutiny).
- Sets overall targets for improvement and areas of development.

Reviewed date: September 2024

Review date: September 2025