



Religious Education Policy

INTENT

At Norden Community Primary School, our Religious Education curriculum is devised from the local Rochdale Agreed Syllabus. It is a multi-faith syllabus which ensures that all children learn about different religions.

The RE syllabus is delivered to children from Reception to Year 6 and gives an insight into the following four major world faiths:

- Christianity
- Islam
- Judaism
- Hinduism

Children develop their knowledge and understanding of each of these religions through the following strands:

- Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
- Expressing – Religious and spiritual forms of expression; questions about identity and diversity.
- Living – Religious practices and ways of living; questions about values and commitments.

The children in Nursery learn about festivals and celebrations.

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 religion, reflecting on their own ideas and ways of living.

Children develop their vocabulary throughout the units of work linking to the different religions covered. Progression from Early Years to Year 6 is mapped out through the three strands and builds upon the children's previous substantive and disciplinary knowledge.

IMPLEMENTATION

1. We begin the teaching of Religious education in Foundation Stage as the children start developing their knowledge and understanding the world by finding out about festivals and worship.
2. As the children move into Key Stage 1 they build on their earlier work using the Agreed Syllabus as the guidelines for teaching and learning.
3. Children learn the about specific substantive knowledge identified through the Agreed Syllabus for Rochdale, through a range of disciplinary knowledge.
4. Religious Education is a stimulus and a springboard for the development of oracy, writing and thinking and reasoning skills.
5. As they become older the children learn about Christianity and at least one of the other major world faiths as set out in the Agreed Syllabus.
6. On every appropriate occasion teachers use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.

7. Through their understanding of the different faiths and beliefs children are encouraged to develop their feelings and empathy and understanding for others.
8. Through their understanding of Religious Education learners are helped to develop an understanding of the British society in which they live.
9. Children will learn about the influence of religion, faith and belief on democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, spiritual, social and environmental issues.
10. We will use financial resources to build up a collection of resources, artefacts and books to support the teaching of religious education.
11. Children will follow the process of link it, learn it, check it, show it, know it throughout their learning.
12. The teaching and learning of RE takes account of the needs of all the children, including those with SEND, and has high expectations for all.
13. RE is assessed throughout each unit of learning through formative assessment. Children's learning and understanding will be recorded at the end of each unit of work on the non-core assessment sheet and placed into RE floorbooks..

IMPACT

Religious Education is taught and learnt in an interesting and enjoyable manner. It has a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Children will develop an understanding and respect for different faiths and the religious diversity of our wider community. They see how religion and faith has shaped our society. The aim is to enable our children to meet the expectations of each year group and prepare them for Key Stage 3 RE by the time they leave our school.

Written by Clare Barrett December 22

Approved by Governors December 22