



**FOSSE MEAD**  
PRIMARY ACADEMY



# Religious Education Policy

## Policy Monitoring, Evaluation and Review

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## Revision History:

Version	Date	Author	Summary of Changes:
1.0	28/08/23	Zahraa Aziz and Aisha Herwitker	Initial Policy

## **The 2014 National Curriculum**

The 2014 National Curriculum states (in Section 2):

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

### **Statement**

At Fosse Mead Primary Academy we consciously aim to achieve a caring ethos throughout the school where attitudes of mutual respect and responsibility are promoted and where everyone (children, parents, staff and members of the community) is respected.

### **Statement of Law**

The Education Reform Act of 1944 requires all Community and Voluntary schools to provide R.E. for pupils. Further legislation up to 1993 has been consolidated in The Education Act (1996) and the Schools Standards Framework (1998). R.E. is to be included alongside the National Curriculum. The law is interpreted by Leicester City L.E.A. in the form of an agreed syllabus.

### **Purpose**

The core purpose of RE is to engage pupils in systematic enquiry into challenging questions raised by religion and worldviews, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

R.E. does not seek to urge religious beliefs on children nor compromise the integrity of their own beliefs by promoting one religion over another. It is not the same as collective worship, which has its own place within school life.

Christianity is to be studied at each key stage as well as some of the major faiths represented in the communities of Leicester. Non-religious life stances are to be taught where appropriate at each Key Stage.

## **Planning**

For R.E: Planning is drawn from the scheme of work and will be based on the RE Agreed Syllabus (2019-2024)

- It is intended that units of study be evaluated to assess how well they meet the requirements of the agreed syllabus and the needs of the children.
- Visits to places of worship are planned to complement the SOW where possible. It also presents different religions in a positive and exciting way thus giving them importance. Visiting speakers from the local community will be invited into school to share their experiences with the children.
- A diverse range of teaching styles and resources should be used to maximise the involvement and enjoyment of the children.
- At Foundation Stage RE is not taught as a distinct curriculum area, however many of the ELG's lead into the RE attainment targets. The RE Agreed syllabus provides support units for both Nursery and Reception to adapt and use.
- At Key Stage 1 and 2 there is a systematic study of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism). There is also opportunity for smaller religions to be studied as well as atheist and agnostic points of view.

## **Enrichment:**

Enrichment at Fosse Mead, we aim to provide enrichment opportunities to enhance the experiences and learning of all pupils. In RE, we aim to do this through:

- Providing visits to all places of worship

## **Collective Worship**

The RE leads are responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consultation with the governing body.

### **The aim of collective worship is to provide the opportunity for pupils to:**

- Worship God
- Reflect on values that are of a broadly Christian nature and on their own beliefs
- Develop a community spirit, a common ethos and shared values
- Consider spiritual and moral issues
- Respond to the worship offered.

## **Foundation Stage (EYFS)**

In the Early Years Foundation Stage, understanding about different faiths and cultures is developed through the Understanding the World (people, culture and communities) area of learning. By the end of reception, children should be able to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been done in the classroom.

### **Year 1**

- Show that they have begun to be aware that some people regularly worship God in different ways and in special places including their home
- Make simple links between festivals in different religions
- Understand the importance of religions to believers
- Identify what matters to them and other people and share their ideas
- Be able to express their feelings of belonging and depending on others
- Recognise that other people belong to different groups and depend on others
- Show an awareness that different people belong to different religions
- Recognise important events which occur in families and communities e.g. births, naming ceremonies, weddings
- Know some of the ways in which people pray and meditate
- Know some religion stories
- Use role play and other speaking and listening strategies, explore stories about religious celebrations
- Show that they have begun to be aware of festivals of some principal religions
- Recognise that religious celebrations are significant because they express meaning and influence communities
- Recognise that there are special places where people go to worship and their importance to believers
- Begin to show an awareness of and respect for the different ways in which religious people use and explain symbolism of food, clothing, ritual objects and behaviour
- Show that they have begun to have an awareness of the special use of some objects, actions, gestures, and words in religious worship

### **Year 2**

- show an awareness of the influence of religion on their community
- be aware and begin to develop an understanding of the cycle of life, including birth and death
- recognise important events which occur in families and communities e.g. births, naming ceremonies, weddings
- show that they have begun to be aware of the special use of some objects, actions, gestures, and words in religious worship
- use role play and other speaking and listening strategies, explore stories about religious celebrations e.g. Nativity, Ramadan, Diwali
- show that they have begun to be aware of festivals of some principal religions
- know some of the ways in which people pray and meditate

- show that they have begun to be aware that some people regularly worship God in different ways and in special places including their homes
- show that they have an awareness of the special use of some objects, actions, gestures, and words in religious worship

### **Year 3**

- identify and understand some of the key beliefs of the religious traditions studied
- describe how and why sacred texts are important to believers
- recognise the influence of religious stories on ideals of character and moral values
- make links between religious and moral ideals and their influence on lifestyle and behaviour
- make links between what religions teach about right and wrong and pupils' own views
- ask some ultimate questions and understand a range of answers, applying ideas for themselves
- ask and suggest varied answers to questions about the origins of human life engaging with the mysterious questions for themselves
- develop understanding of fairness, justice, compassion and green issues
- apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world
- know the main events in the lives of significant religious figures and their importance to believers and impact on society
- recognise how some religious figures have experienced and expressed spiritual encounters
- describe and evaluate some key events in the lives of contemporary figures who have inspired believers

### **Year 4**

- illustrate, using religious vocabulary, ways in which religious meaning is conveyed in ordinary language, special vocabulary and other forms of expression
- recognise and describe the influence of religious stories on ideals of character and moral values
- understand the meanings of some festivals and their significance for believers
- describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour
- understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations
- describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives
- describe how people express their beliefs through ceremonies that show the importance of belonging

- express views about their own spiritual ideas and questions about life as a journey
- understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members
- know of the different religions practised in their community
- describe the meaning of some religious signs and symbols
- describe the reasons why some religious people do not use visual symbols
- express a range of views about their own spiritual ideas, experiences and questions
- apply what they have learned to some of their own beliefs, values and opinions

## **Year 5**

- recognise and describe the functions and significance of different places of worship to believers and communities
- know some reasons why people pray and understand that there are different types of prayer, considering the idea that people believe they can communicate with God in prayer
- show understanding of the value and importance of pilgrimage to believers
- experience the learning that comes from visiting the places of worship
- make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others
- understand some of the causes of prejudice
- describe some examples of how religious communities of Leicester celebrate together and work together
- understand that other people have different points of view, engaging thoughtfully with them

## **Year 6**

- describe and apply some of the ways that God is represented in different faith traditions
- understand how religious faith helps some people to deal with positive and negative feelings and experiences
- describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to pupils' own behaviour
- understand why religious and other communities address economic imbalance through activities such as fair trade
- make links between war and suffering on a global scale and the conflict and sadness that they experience in their own lives

## **Right of withdrawal**

Right of withdrawal in the UK, parents still have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.