



Esh Winning Primary School Religious Education Policy

Rationale and Importance

“The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate”
– Why RE Matters -The RE Council

Religious Instruction’. RE is now a different subject – it is open, broad and explores a range of religious and non-religious world views. It is an academic subject
NATRE

Religious Education is an academically rigorous subject which makes a distinctive contribution to pupils’ overall knowledge. Religious Education contributes dynamically to pupils’ education in schools 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 religious and non-religious worldviews in order to discover, explore and consider different answers to these questions. They learn to interpret, analyse, evaluate and critically respond to the claims that religious and non-religious worldviews make. Pupils learn to express their insights and to agree or disagree respectfully. (RE) enables pupils to appreciate that worldviews are complex, diverse and plural and have influence on individuals, communities, societies and cultures.

Religious Education (RE), that includes religious and non-religious worldviews Education makes a major contribution to the education of our children here in Esh Winning Primary School. **RE contributes dynamically to pupils’ 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 religious and non-religious worldviews in order to discover, explore and consider different answers to these questions.** It helps pupils develop knowledge and understanding of religion and of the differing religions and non-religious beliefs represented in Great Britain today. As such, RE helps to promote the virtues of respect, tolerance and empathy, which are so important in our diverse society today. RE helps pupils to ask and think about challenging questions raised through the study of religion and enables them to develop reasoning and take part in debate. RE gives significant opportunities for our pupils to think about their own experiences, feelings, beliefs and values. As a result, RE is intellectually challenging, academically rigorous and personally enriching.



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Organisation of RE

RE is taught by Class teachers and Teaching Assistants. All classes are taught RE throughout the year.

In Early Years Foundation Stage RE is taught through topics.

In Key Stages 1 and 2 individual teachers decide how to organise delivery of RE. Some teach RE in a lesson once a week. Others teach RE in 'blocks of time', for example, 3 afternoons over the half term. Christmas and Easter units are taught in this way and are brought together as a whole school focus. However teachers organise their RE teaching, sufficient time is given to the teaching of RE to ensure the programmes of study are covered and pupils can make real progress.



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Scheme of Work

Here at Esh Winning Primary School we have planned Religious Education to ensure children can build up a picture of Christianity and some of the other principal faiths represented in Great Britain.

Children in Early Years Foundation Stage will be introduced to aspects of religions through topics about belonging, times of celebration and special objects, people and books. These topics will use examples from Christianity and other religions, as appropriate.

Throughout the rest of the primary phase pupils will build up an increasingly clear and detailed picture of:

- Christianity (taught throughout Key Stage 1 and Key Stage 2)
- Buddhism (Key Stage 1)
- Islam, Hinduism and Judaism (Key Stage 2).
- Diversity Units (taught throughout Key Stage 1 and Key Stage 2)
- Thematic Units (Key stage 2)

These religions are mainly taught in separate units so that pupils do not become confused. Older children do study some units which help them look at a theme across more than one religion e.g. care for others, the importance of rituals, how religions care for the environment. In these cases other religions may be discussed, depending on the teachers' judgement of the abilities of the children in the class e.g. Islam.

Children in each year group have the opportunity to build up their knowledge and understanding of Christmas and Easter in the Christian tradition by studying different aspects of these festivals each year.

The RE plan also enables pupils to develop knowledge and understanding of religion in the local area through:

- a study of the different religious communities which exist in the local area surrounding the school (including different Christian denominations)
- the study of northern saints (e.g. Aidan, Cuthbert, Bede, Hild) and their influence on the region.

Please see the attached Long Term Plan (pages 6-11) to see what pupils will study in RE each year.



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Additional Information

In Religious Education, pupils have the opportunity to meet people from a wide range of beliefs and traditions and visit places of worship.

Here in Esh Winning Primary School we organise visits to:

- Local churches (Esh Winning and Brandon areas) – Each year group is encouraged to visit St Paul's, Waterhouses where Reverend Cox delivers sessions linked to the various schemes of work.
- Durham Cathedral
- Places of Worship linked to all religions

In addition we are members of the resource centre which provides access to members from different religious and non-religious communities to visit school and talk to pupils in their RE lessons.

This engagement and encounter with religious and non-religious communities enables pupils to see the relevance of religious and non-religious beliefs for people today. It also actively promotes the fundamental British value of mutual respect and tolerance of other faiths and beliefs.

Right of Withdrawal

In line with the Education Act, parents have the right to withdraw their children from some or all of Religious Education. The Headteacher will invite parents to discuss their concerns and issues. The school has a duty to supervise children at this time but not to provide alternative work or teaching.

Leadership and Monitoring of RE

Mrs Richardson is the RE Co-ordinator in school. She keeps abreast of any developments in RE, attends the local RE network (Durham) and attends RE courses and conferences on behalf of the school. She updates the Headteacher, governors and other members of staff of any matters arising in RE and provides some training and resources for staff. She is also responsible for the Long Term Planning in RE in school. She monitors and evaluates RE provision by regularly checking planning, scrutinising RE books and talking to pupils.

Reverend Cox is the link governor for RE. She regularly meets with the RE Co-ordinator to discuss progress and issues relating to RE. These meetings take place termly although Reverend Cox also takes an active role in RE sessions and events throughout the school year.



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Long Term Plan for Religious Education 2020 : Esh Winning Primary School

EYFS	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
Nursery	<p>Let's find out about Harvest. Its a special time for Christians.</p> <ul style="list-style-type: none"> - The creation story - Christian Harvest <p>Let's find out about Divali. It's a special time for Hindus.</p>	<p>Let's find out about the Christmas story. It is a special time</p> <ul style="list-style-type: none"> - The Christmas story <p>Ways Christians celebrate e.g. singing carols.</p>	<p>Let's find out about the Bible. The bible is a special book for Christians.</p> <p>Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).</p> <p>Special People</p> <ul style="list-style-type: none"> - Jesus as special to Christians; stories about Jesus e.g. calming the storm, walking on water 	<p>Let's find out about the Easter story.</p> <p>Special Times</p> <ul style="list-style-type: none"> - Easter story <p>How Christians celebrate in church e.g. Easter Garden</p>	<p>Let's find out about Christian baptism.</p> <p>Let's find out about Raksha Bandhan. Belonging</p> <ul style="list-style-type: none"> - Christian baptism - Raksha Bandhan
Support materials	Page 83-91 in Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2 2020 syllabus	Page 83-91 in Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2 2020 syllabus)	Page 83-91 in Agreed Syllabus
Reception	<p>Let's find out about Harvest in a church. It is a special time for Christians</p> <p>Let's find out about Shabbat. Shabbat is a special time for</p>	<p>Let's find out about the Christmas story. Christmas is a special time for Christians.</p> <p>-The special baby Jesus</p> <p>Let's find out about Christmas celebrations in</p>	<p>Let's find out about holy books</p> <p>Special Books</p> <p>How holy books are treated e.g. the Qur'an, the Torah, the Guru Granth Sahib).</p> <p>Let's hear some stories</p>	<p>Let's find out about Easter celebrations in churches. Easter is a special time for Christians</p> <p>Special Times</p> <ul style="list-style-type: none"> - Easter story <p>How Christians celebrate in</p>	<p>Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupas).</p>



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	Jewish people.	churches. Ways Christians celebrate e.g. colours in the church, Advent Ring	Jesus told us. Special People – Jesus as special to Christians, stories Jesus told (e.g. Lost Coin, Lost Sheep)	church e.g. singing, hymns, prayers	Special places, special objects, special music, special people – to select e.g. – Church – explore Christian artefacts, music, meeting special people (e.g. vicar) – Mandir – Hindu murtis and artefacts, Hindu music – Buddhists artefacts e.g. rupa/statue of Buddha, prayer flags – Jewish artefacts e.g. menorah, mezuzah
Support materials	Page 83-91 in Agreed Syllabus		Page 83-91 in Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2 for 2020 syllabus)	Page 83-91 in Agreed Syllabus
KS1	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 1	What can we learn about Christianity from visiting a church? The church building as a place of worship and belonging – introduction to some features of the church e.g. cross, lectern, pulpit, altar) Introducing features of a church, worship (including Harvest (8)), leaders: Expressions of Belief, Authority What do Christians believe about God?	Why are gifts given at Christmas?	Why is Jesus special to Christians? <i>Introducing Jesus, beliefs and stories about Jesus:</i> <i>Belief, Authority.</i>	What is the Easter story?	What can we find out about Buddha? <i>Introducing beliefs and stories about Buddha:</i> <i>Belief, Authority.</i>



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Support materials	KS1 Christianity MTP new planning year 1 pack #Page 45-47 in New Agreed Syllabus Page 83-91 in Agreed Syllabus	Agreed Syllabus 4 hours Christian Festivals Easter and Christmas KS1 and KS2	Why is Jesus special to Christians? A planning pack for KS1 Page 45-47 in new Agreed Syllabus Page 83-91 in New Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2	KS1 Buddhism planning Page 45-47 in New Agreed Syllabus Page 93-97 in New Agreed Syllabus
Year 2	<p>Why is the Bible special to Christians? <i>Introducing the Bible, how it is treated, beliefs about God shown in the Bible:</i> <i>Belief, Authority, Expressions of Belief</i></p> <p>What can we learn from the story of St Cuthbert? <i>Introducing stories about St Cuthbert and his influence:</i> <i>Impact of Belief, Expressions of Belief</i></p>	<p>How and why is light important at Christmas?</p>	<p>What does it mean to belong in Christianity?</p> <p><i>Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals:</i> <i>Expressions of Belief, Impact of Belief</i></p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs?</p> <p><i>Introducing worship, ceremonies and how commitment and belonging is shown:</i> <i>Expressions of Belief, Impact of Belief</i></p> <p>What can we learn about our local faith communities?</p>
Support materials	KS1 Christianity planning 2020 syllabus Page 45-47 / Page 83-91 in New Agreed Syllabus	New Agreed Syllabus 4 hours Christian Festivals Easter and Christmas KS1 and KS2 2020 syllabus	KS1 Christianity MTP 2020 syllabus Page 45-47 / 83-91 in New Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2 2020 syllabus	KS1 Buddhism MTP 2020 syllabus Page 45-47 / Page 93-97 in Agreed Syllabus
Lower KS2	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 3	<p>How do Hindus worship?</p> <p><i>Developing knowledge about features of Hinduism including private and communal worship, celebration, symbol, story:</i> <i>Expressions of Belief, Authority</i></p>	<p>How and why is Advent important to Christians?</p>	<p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p><i>Developing knowledge of Christian worship, differing practices, symbols:</i> <i>Expressions of Belief</i></p>	<p>What do Christians remember on Palm Sunday?</p>	<p>What do Hindus believe?</p> <p><i>Developing knowledge about beliefs about God, meaning of life, life after death and how this affects how Hindus feel and act:</i> <i>Belief, Expressions of Belief, Impact of Belief</i></p>
Support materials	Hinduism KS2 MTP 2020 syllabus Page 49-53/Page 99-103 in New Agreed	Agreed Syllabus 4 hours Christian Festivals Easter and Christmas KS1 and KS2 2020 syllabus	KS2 Christianity pack new MTP Page 49-53 Page 83-91 New Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2 MTP 2020 syllabus	Hinduism KS2 MTP pack 2020 syllabus Page 49-53/ Page 99-103



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	Syllabus				in Agreed Syllabus
Year 4	<p>What do we know about the Bible and why is it important to Christians? <i>Developing knowledge about practices within religious traditions and their links to beliefs and sources.</i> <i>Developing knowledge of similarities between at least 2 religions:</i> <i>Belief, Authority, Impact of Belief</i></p>	<p>Why do Christians call Jesus the light of the world?</p>	<p>What do Christians believe about Jesus? <i>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today:</i> <i>Belief, Authority, Impact of Belief</i></p>	<p>Why is Lent such an important period for Christians?</p>	<p>How and why do people show care for others?</p>
Support materials	KS 2 MTP pack 2020 Page 49-53 Page 83-91 / New Agreed Syllabus	new Agreed Syllabus 4 hours Christian Festivals Easter and Christmas KS1 and KS2 2020 syllabus	Why do Christians believe about Jesus? MTP 2020 new Agreed Syllabus KS2 Christianity MTP 2020 syllabus) Page 49-53 Page 83-91 in Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2 2020 syllabus	KS2 Christianity MTP 2020 syllabus Page 49-53 in Agreed Syllabus
Upper KS2	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 5	<p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p>	<p>What are the themes of Christmas?</p>	<p>What do Christians believe about God?</p>	<p>Why is the Last Supper so important to Christians?</p>	<p>How are Jewish beliefs expressed in the home?</p>
Support materials	Jewish KS2 2020 syllabus to be developed Page 49-53/ Page 101-116 in Agreed Syllabus	2020 new Agreed Syllabus 4 hours Christian Festivals Easter and Christmas KS1 and KS2 2020 MTP syllabus.	KS2 Christianity MTP 2020 syllabus Page 49-53/ Page 83-91 Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2: the 2020 syllabus	Jewish ks2 Page 49-53/ Page 101-116 in Agreed Syllabus Jewish
Year 6	<p>What can we learn about religious diversity in our area?</p>	<p>What do the gospels tell us about the birth of Jesus?</p>	<p>How and why do people care about the environment?</p>	<p>Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>So, what do we now know about Christianity? (exploration through the concepts)</p>



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	What can we find out about a local Muslim community?				<i>Demonstrating understanding of what they have learnt about Christianity through the 4 concepts:</i> <i>Belief, Authority, Expressions of Belief, Impact of Belief</i> Statutory Bridging Unit (compulsory)
Support materials	KS2 Muslim syllabus Page 49-53 /Page 105-110 in Agreed Syllabus to be developed	Ks 2 new Agreed Syllabus 4 hours Christian Festivals Easter and Christmas KS1 and KS2 2020 syllabus	Page 49-53 in Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2 : 2020 syllabus	KS2 Bridging Unit mtp Pack new Agreed Syllabus Page 56-57 in Agreed Syllabus Agreed Syllabus Page 83-91

- Other core religions
- Christianity
- Whole school approach to Christmas/Easter

- Diversity unit
- Thematic unit