

KNOTTY ASH PRIMARY SCHOOL, NURSERY AND DEAF RESOURCE BASE

RE POLICY

'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups'

UN Declaration of Human Rights, Article 26

Religious Education contributes significantly to the ethos of our school and promotes understanding and respect between all people, as well as a deeper understanding of ourselves.

Here at Knotty Ash, we believe that RE encourages children growing up in a diverse society to understand the varied views and opinions of people whose beliefs and values differ from their own, promoting not just tolerance but genuine understanding and respect for other people. RE teaches children to develop the positive attitudes of tolerance, sensitivity and respect

Here at Knotty Ash our whole school curriculum is designed to enable our pupils to grow up as global citizens who:

- are aware of the wider world and has a sense of their own role as a world citizen
- respect and value diversity
- have an understanding of how the world works
- be passionately committed to social justice
- participate in the community at a range of levels, from the local to the global
- work with others to make the world a more equitable and sustainable place.
- take responsibility for their actions

As a school community, we follow the Liverpool Agreed Syllabus for Religious Education 2020-2025 – which states that the principal aim RE is ***"to engage pupils in systematic enquiry into significant human questions which religion and world views address, 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."*** (p6)

Or, to put it in a more child friendly way

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

The three **aims** of the syllabus are for the children to be able to:

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

We welcome and celebrate diversity and work hard to ensure all our families and their beliefs are respected and celebrated. During their time at Knotty Ash, children will learn about what Christians, Muslims, Hindus and Jewish people believe. They will also learn about the beliefs of Humanists who follow no religion. In each unit of work, children will study key questions based around the three strands of the syllabus:

- **Believing** - Religious beliefs, teachings, sources, questions of meaning purpose and truth
- **Living** - Practices and ways of living, questions of values and commitments
- **Expressing** - Religious forms of expression; questions of identity, diversity and belonging

Each unit of work provides clear aims, objectives and learning opportunities to ensure that children make progress and achieve their full potential.

The Foundation Stage

It is important in the foundation stage to give children a broad, play based experience of RE in a range of contexts, including outdoor play. Early years learning environments feature RE scenarios based on experience in the real world, such as in role play. We teach RE to all children in the school, including those in the reception class. In reception class, RE is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage Curriculum, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children. Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. We also teach and promote British Values through religious education. At Knotty Ash, these are reinforced in the following ways: democracy, the rule of law, individual liberty, mutual respect and tolerance.

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Pupils with SEN (see our SEN Policy)

We believe that all children have the right to access the RE curriculum. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEN children in small groups or on a one to one basis.

Withdrawal from RE Learning

Parents may request that their child is withdrawn from R.E. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents first meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs and this is taken into consideration at Knotty Ash Primary School and in RE lessons.

Our long term plans for RE are follow the two year cycle upon which our Inclusive Curriculum is based

CYCLE A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception						
KS1	Local Area Study, local history, memories	Journey from sadness to happiness	Keeping Safe Study	History study of change over time	Comparison of local area and Amazon Rain forest	Revisiting curriculum areas and current affairs
Key Question	1.1 Who is a Christian and what do believe? 1.5 What makes some places Sacred	1.6 How and why do we celebrate special and sacred times?	1.8 How should we care for others and the world and why does it matter?	1.3 Who is Jewish and what do they believe?	1.7 What does it mean to belong to a faith community? (focus on Christians and Jewish People)	1.4 How can we learn from sacred books?
LKS2	Food origins and ethics	Liverpool, belonging cultures	Invaders and Settlers	Home, Migration, Refugees	One person can make a difference	Revisiting topics and current affairs
Key Question	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	L2.1 What do different people believe about God	L2.4 Why do people pray?	L2.1 What do different people believe about God (different from previous)	L2.7 What does it mean to be Christian in Britain today? (part 1)	L2.5 Why are festivals important to religious communities? More examples of festivals
UKS2	History of Racism	Mental Health	Is there any such thing as an ideal society – early civilizations and Animal Farm	Globalization and the impact of communications technology	Climate Change	Study of Romeo and Juliet
Key Question	???	U2.6 What does it mean to be a Muslim in Britain today? (part 1)	U2.7 What matters most to Christians and Humanists?	U2.8 What difference does it make to believe in Ahimsa, Grace or Ummah?	U2.1 Why do some people think God exists?	

CYCLE B	Autumn 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception						
KS1	Gender, Equality, Monarchy	Loss and Change	Human Rights	Study of Exploration	Study of Ocean Habitats and pollution	Revisiting curriculum areas and current affairs
Key Question	1.1 Who is a Christian and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe?	1.7 What does it mean to belong to a faith community? (focus on Christians and Muslims)	1.8 How should we care for others and the world and why does it matter?	1.4 How can we learn from sacred books? Bible and Quran
LKS2	Ancient Greece	Disability and Difference	Water – geography, charity, inequality (water in religious ceremonies)	Bronze Age	Pollution, habitats and wildlife	Revisiting topics and current affairs
Key Question		L2.7 What does it mean to be Christian in Britain today?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? L2.8 What does it mean to be in Hindu in Britain today	L2.4 Why do people pray?		L2.2 Why is the Bible so important for Christians today?
UKS2	Study of Romeo and Juliet	Prejudice and Discrimination including body image	Holocaust and individual acts of heroism and compassion	How have artists reflected issues in society?	Sustainable agriculture	Revisiting topics and current affairs
Key Question		U2.3 What do religions say to us when life gets hard?	U2.4 If God is everywhere, why go to a place of worship?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st century?)	

