



Creating a community which models, nurtures and aspires to:

CARE – LEARN – THRIVE

Our Federation provides a broad and balanced education that is relevant, engaging and challenging whilst meeting the needs of our pupils. Religious Education is an important part of the school curriculum and is taught relevant to the child's stage of development and experience.

RELIGIOUS EDUCATION AT SANDFORD

We provide opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure the planned progression built into the syllabus offers the children an increasing challenge as they move through the school. KS2 builds upon KS1, KS1 builds upon the Foundation Stage. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values.

WHAT RE LOOKS LIKE AT SANDFORD



HOW WE TEACH RE AT SANDFORD

At Sandford Primary School, the religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum follows the..... Syllabus for Religious Education. The curriculum is written to reflect progressive key questions per year group. 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.

At Sandford Primary School, we aim to ensure that all pupils:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- *Develop conceptual understanding of religion, religious beliefs and practices* – in order that they can begin to engage in informed reflection and discussion about religions and religion.
- *Develop an informed appreciation of religions* – in order that they can explore religions with openness, interest and enjoyment.
- *Value religious and cultural diversity* – in order to enhance their social and cultural development and to contribute to a more just and civil society.
- *Create meaning from their knowledge and understanding of religions*– in order to enhance their spiritual and moral development.
- *Develop an awareness of the richness of religions and their contributions to society and culture* – in order that they can make increasingly mature judgements about the world in which they live.
- *Recognise commonality and difference within and between religions* – in order to develop respect, openness and curiosity.
- *Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals* – in order that they might develop respect for individuals and their right to hold beliefs that are different from their own.

RE IN THE EARLY YEARS

The EYFS (Early Years Foundation Stage) curriculum encompasses learning which reinforce important early skills in understanding people, culture and communities. 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 should 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.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Past and Present

- Talk about the lives of the people around them and their roles in society.

Personal, Social and Emotional Development

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

HOW WE HELP CHILDREN WHO FIND RE DIFFICULT

We believe that all children have the right to access the RE curriculum. In order to ensure that children are able to achieve to the best of their ability, it may be necessary to 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. Children with Special Educational Needs will access the R.E. study units at their own level by beginning with where the children are and developing their skills, knowledge and understanding at a rate that is challenging but appropriate for the individual child.

HOW YOU CAN SUPPORT YOUR CHILD WITH RE AT HOME

Beliefs

- Share your own beliefs with your child and encourage them to reflect upon them in their own way.
- Discuss with your child the similarities and differences between your/your family's beliefs and those of your wider family, friends and community. Support your child in understanding and valuing diversity.
- Take time every day to talk and listen to your child without distractions. Share what you have been doing in the day. Talk about the things that went well and the challenges and how you dealt with them. Discuss how your own beliefs support you in your daily life. Encourage your child to do the same.
- Encourage your child to talk about their own beliefs and those of others. Talk about characters in a book or film. What beliefs might these characters have in different situations? How do they behave and react to different things in the story? Talk about what other choices these characters could have made. Ask your child what they think about the choices made. Ask your child what they would have done in the same situation and why they would have done this.

- Recognise and celebrate when your child has done well, for example helping to put away the shopping, sharing toys with friends, showing kindness and consideration for others or taking part in a game and having fun regardless of the result. Discuss with your child how their actions link to the beliefs they have.
- Talk with your child about things which are happening in the world and how these link to people's beliefs.
- Encourage your child to be confident in expressing their own beliefs but also sensitive to the beliefs of others.

Values

- Children learn through the behaviour they see: think about the behaviours you model and how this demonstrates your own values.
- Encourage your child think about their own values and to link their values to their everyday actions.
- Give your child some responsibility around the house, for example to put their clothes away once they have been washed, or to help set the table for a meal. Discuss the values which such behaviours are linked to and why you think they are important.
- On visits to local play parks, encourage your child to share and take turns with other children using the equipment. Praise them for their efforts and attitudes when showing respect towards others. Link these actions to your and your child's values.
- Encourage your child to put litter in a bin/bring it home. Go along with your child on a community litter pick. Help them to take pride in their local community. Link these actions to your and your child's values.
- Get involved! Encourage and support your child to attend clubs and activities. Consider volunteering as a helper or coach if you have the time. Link these actions to your values.
Look at family pictures, talk about who is in them and what relationship they are to you and your child. Share some of your stories about these people and what they, as people, mean/meant to you. Discuss with your child how the people in the pictures lived their lives, the values they had and how they put them into action.
- Talk with your child about right and wrong when the opportunity arises and encourage your child to explore why they think something is right or wrong – and how this compares with your views.
- Encourage your child to be confident in living according to their own values, but also be sensitive to the values of others.

Practices and traditions

- Talk with your child about family celebrations – what does your family do and why do they do it. Encourage your child to get involved and play an active part in these.
- Talk with your child about different times of year and ways in which your family/community marks these. What do you do and why? Encourage your child to be actively involved.
- At important family events such as weddings, anniversaries, birthdays talk with your child about the things your family does at these. Talk about how your practices might be similar to/different from those of others.
- Talk with your child about the celebrations which others you know engage in. Help your child to understand these celebrations and to act appropriately if they are involved in these in any way.
- On walks in your local area, talk about the buildings, places and objects you might pass regularly. Talk with your child about what these buildings/places/objects signify and what practices are linked to them. For example, you may pass religious buildings and discuss what you think (or know) happens in them. There may be war memorials close by for example, and you could discuss remembrance practices.
- When in less familiar places, talk with your child about the buildings, objects and places there. In what ways are these the same as those at home or different? What similar and different practices might take place there?
- Encourage your child to share in family practices and traditions and to develop their understanding of these while also being sensitive to the practices and traditions of others.

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 Head of School 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 Head of School 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 Sandford Primary School and in RE lessons.

Monitoring and review

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The RE Lead is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the coordinator will:

- Ensure that there is clear progression throughout the school
- Analyse assessment data and pupil progress
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of RE