

# Mugginton Church of England Primary School



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## Religious Education Policy

*This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance and the new national curriculum September 2014.*

At Mugginton Church of England Primary School, we believe the study of religious and non-religious world views is a core component of a rounded education. Our children are growing up in a world where there is increasing awareness of the diversity of religious and non-religious world views and they will need to live and work well with people with very different outlooks from their own. We aim to offer children opportunity to discuss, experience and respond well to difference – where they can engage with different beliefs, controversial issues and learn to disagree respectfully with each other. RE can contribute a great deal to mutual understanding in a multi-ethnic society and a world, in parts, very different to Mugginton. We believe it is important to learn about both the factual information about the rituals and observances and meeting places of different faiths, but also to develop pupils' understanding of the diversity that often exists within, as well as between faiths.

We celebrate our Church School identity through engaging collective worship, regular church services and RE teaching and aim to offer our children a secure base by teaching them the core tenets of Christianity which have informed so much of the country we have become, including the four British Values. From this secure base, we aim to give our children the confidence and understanding to engage with the beliefs and practices of our multi-faith communities here in Derby and beyond.

### **At Mugginton, we promote pupils' spiritual, moral, social & cultural development in RE**

The 'spiritual' should not be confused with 'religious'. Spiritual development is the child's spirit which is enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open-mindedness. Spiritual development describes the ideal spirit of the school, and RE promotes this.

Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality in significant ways

Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside.

There are two meanings associated with 'cultural' development, and RE embodies both of them. Firstly the term refers to the pupils' own home culture and background, whether religious or not, and secondly the term describes our national culture. RE helps our children to participate in Britain's wider cultural life

## Intent

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

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise varied dimensions of religion.
3. Gain the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

### **At Mugginton, alongside the National Curriculum objectives we aim to**

- Promote the idea that every child/person has a unique, intrinsic value.
- Make explicit links between our school rules and The Fruits of the Spirit, which make up 6 'themes' for each half-term.
- Be outward looking, engaging with the wider world and faith communities—for example visiting churches across the spectrum of Christianity and other places of worship such as the Liberal Synagogue in Nottingham and one of Derby's Gurdwaras.
- Use the Understanding Christianity resources—particularly the Frieze—to help the children develop a broad outline of the structure of the Holy Bible.
- Emphasise the commonality of all people regardless of religious belief.
- Emphasise the impact Christianity has and continues to have on the Western World and on Britain in particular.

### **In an RE lesson at Mugginton, you will see:**

Happy children, working with purpose individually or in groups. Children who feel safe and confident enough to volunteer responses and opinions when asked to do so. Children will be able to talk about their own faith and their experiences of church services and wider learning in RE. They will be able to explain the key events of the Christian story and older children will be able to explain why Jesus is an inspiration to millions of people. They will be able to make comparisons between Christian beliefs and acts of worship with those of other faiths.

## Implementation

We follow the Derbyshire and Derby City Agreed Syllabus for Religious Education 2020—2025

**In Key Stage 1** Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. In short, they should:

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

<b>Key questions</b>		Recommended year group
<b>Believing</b> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		
1.1 Who is a Christian and what do they believe?	<i>It is recommended that schools teach unit 1.1. plus at least one from 1.2 and 1.3</i>	Y1
1.2 Who is a Muslim and what do they believe?		Y2
1.3 Who is Jewish and what do they believe?		Y2
1.4 What can we learn from sacred books? <i>Christians, Muslims and/or Jewish people</i>		Y2
<b>Expressing</b> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>		
1.5 What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i>		Y1
1.6 How and why do we celebrate special and sacred times? <i>Christians, Jewish people and/or Muslims</i>		Y1 Y2
<b>Living</b> <i>(Religious practices and ways of living; questions about values and commitments)</i>		
1.7 What does it mean to belong to a faith community? <i>Christians, Muslims and Jewish people</i>		Y1
1.8 How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people</i>		Y1 or Y2

It is recommended that schools choose a minimum of 3 key questions per year, balancing across the strands. Key question 1.6 can be split across the two years as schools encounter and explore major celebrations each year.

**In Key Stage 2** pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views

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

<b>Key questions</b> (recommended year groups in brackets)	
<b>Believing</b> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	
L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists) (Y5)</i>
L2.2 Why is the Bible so important for Christians today? <i>(Y3)</i>	
L2.3 Why is Jesus inspiring to some people? <i>(Y4)</i>	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) <i>(Y5)</i>
	U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g. Humanists) (Y6)</i>
<b>Expressing</b> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	
L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.4 If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people (Y5)</i>
L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people (Y3 &amp; Y4)</i>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christians, Muslims and non-religious (e.g. Humanists) (Y6)</i>
L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	
<b>Living</b> <i>(Religious practices and ways of living; questions about values and commitments)</i>	
L2.7 What does it mean to be a Christian in Britain today? <i>(Y3)</i>	U2.6 What does it mean to be a Muslim in Britain today? <i>(Y5)</i>
L2.8 What does it mean to be a Hindu in Britain today? <i>(Y4)</i>	
L2.9 What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	U2.7 What matters most to Christians and Humanists? <i>(Y6)</i>
	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>Christians, Hindus and/or Muslims (Y6)</i>

It is recommended that schools choose a minimum of THREE questions per year, taking at least one from each strand of Believing, Expressing and Living.

## Impact

### Community Impact and Experience

Whilst we recognise the importance of formative and summative assessment of classroom learning in RE, we also place great value on the Impact of our teaching on the children and on the wider community. This is evident in the half-termly church services which are pupil-led but maintain a distinct and clear liturgical structure. We recognise and celebrate key Christian times of year such as Holy Week and the Christingle by conducting church services. In addition, singing is central to collective worship. The children are able to choose their favourite hymns to offer them the sense that they are a true part of each service.

We make sure to offer the children the opportunity to feel a part of their local community, for example by inviting villagers to join our services, by singing carols at a local Residential Home and by engaging with local homeless charities in Derby such as the Padley Centre.

### Assessment and recording

We assess the children's work in RE whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives and success criteria for their lessons. At the end of the year we make a judgement against the National Curriculum levels of attainment. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher.

Teachers keep evidence of the children's work in their RE work books. This demonstrates what the expected level of achievement is in each year of the school.

Please see Assessment Policy for further details.

### Resources

We have a wide range of resources to support the teaching of RE across the school including artefacts, pictures and textbooks. We look to invite guests from Christian and other faith communities in to school to share their experiences and beliefs with the children.

### Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the RE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader and other members of staff may attend CPD courses as appropriate.