



Belswains Primary School

School Guidelines.

Belswains Primary school bases its teaching on the National Curriculum non-statutory guidelines set by the government.

The Government is keen to ensure all pupils receive high-quality RE and 'must have a curriculum that is balanced and broadly based, promoting the spiritual, moral, cultural, mental and physical development of pupils and of society, preparing pupils for the opportunities, responsibilities and experiences of later life.'

RE is the open exploration of what people believe, their way of life and the impact of beliefs, values and ways of living in local, national and global communities. It engages pupils in the process of understanding what others believe, what is important to them, how they live their lives and what influences them. In doing this, pupils also reflect on their own beliefs and values and their main influences. (The value of RE - page 4 Herts agreed syllabus)

Intent

At Belswains we believe that RE both supports and strengthens what we aim to do in every aspect of school life, following our school values of kindness, respect, health and courage, creating happiness. Through our inspiring curriculum RE contributes to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.

RE aims to ensure that our pupils develop an understanding of the human experience of religion and beliefs, and develop skills of discussion to question the bigger concepts of religion - such as creation and afterlife. Pupils will have opportunities to develop their knowledge and understanding of sources of wisdom and their impact, whilst exploring personal and critical responses.

We want children from all backgrounds to be valued and included with the confidence to voice their views. Pupils will learn to reflect on their own beliefs and articulate what they believe to be important in life. They will develop respect for and sensitivity towards others, in particular, those whose faiths, beliefs and worldviews are different from their own. We do not want to force religious views and beliefs on pupils, rather we endeavour to promote tolerance of others and acceptance of people in society. Our intent is for pupils to develop a responsible and positive attitude towards others helping them to overcome prejudice. Through the teaching of the six main religions, we want pupils to develop the ability to make informed judgements about moral and religious issues, learning how beliefs shape and influence lives. RE has an important role to play in preparing them for adult life, becoming engaged, and making a positive contribution in an increasingly diverse society.

Implementation:

Belswains follows the Herts for Learning Agreed Syllabus 2023- 2028 and the non- statutory guidance Exploring Religion and Worldviews to plan RE.

The religions covered are divided throughout the Key Stages and taught weekly.

KS1: Christianity, Islam, Judaism

LKS2: Christianity, Hinduism, Islam, Sikhism

UKS2: Christianity, Judaism, Buddhism

In EYFS different religions are taught in accordance with the framework, through celebrations, special places and, how we care and show responsibility.

Learning is achieved through 8 key areas in the programmes of study. These are visited across each Key stage when teaching RE:

Beliefs and Practices

Sources of Wisdom

Symbols and Actions

Prayer, Worship and Reflection

Identity and Belonging

Ultimate Questions

Human Responsibility and Values

Justice and Fairness

Each unit starts with a question and looks at 3 aspects – following the enquiry approach – what it means to be you, what it means to be me and what it means to be Human.

We aim to engage pupils both **academically and personally**.

‘Progress made by pupils is not linear so the areas may be taught in any order across the key stage.

These areas of study aim to enable the pupils to develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**.’

Sources of wisdom and their impact.

Pupils develop an understanding of sources of wisdom, such as sacred texts, hymns, prayers, paintings, icons, people and artefacts. They learn how this knowledge is expressed through faith, life in the community and how they give a sense of identity to an individual.

Sources of wisdom leads to a **Personal or critical response**.

Personal response: An introspective response. It’s a time for personal reflections, asking questions about moral/ethical issues and making judgements about yourself and learning.

Critical response: Pupils make critical evaluations of truth claims, beliefs and practices of a religion and worldviews. They show understanding of the human responsibility based on facts and evidence.

The syllabus enables teachers to recognise what it means to be **religiously, theologically and philosophically literate through religion and world views** which permeate all areas of the programmes of study.’

Religious literacy – relates to the human experience of religion and belief and to the development of skills for expressing these beliefs.

Theological literacy – relates to the big concepts which religion is founded on – God, creation and the afterlife, and to the development of skills for expressing these concepts.

Philosophical Literacy – questioning all possibilities from different approaches, such as scientific, religious, political, points of view.

Through R.E. as through all other subjects, we hope the pupils will learn to develop imaginative, enquiring minds, with the ability to question and reflect, argue rationally and problem solve, becoming independent learners.

R.E. encourages pupils to develop their sense of identity and belonging. It challenges pupils to reflect on, consider, analyse, and interpret issues of truth, belief, faith and ethics allowing them to evaluate and communicate their responses.

It allows pupils to consider thoughts, feelings, attitudes and beliefs of others and oneself, showing empathy, forgiveness, allowing them to develop individually and within their communities, without prejudice, as members of a diverse society and as global citizens.

Through some direct teaching, whole class, group, paired or individual activities, a range of teaching styles will be used including: enquiry, investigation, exploration and discussion, asking and answering questions, actively engaging pupils in their learning.

Enrichment opportunities where possible take place to enhance the pupils learning:

- a) visits to places of worship and visitors invited to come into school and share their knowledge;
- b) role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
- c) artefacts; being able to explore items and understand their importance.
- d) parents; by valuing the family backgrounds of the children and making them part of the school community

Impact:

It is the job of the subject leader, supported by the leadership team, to monitor teaching and learning in RE. Throughout the year, there will be a class visit, book scrutiny and pupil voice to monitor pupil's learning and understanding of different faiths.

Scaffolded tasks and adult support are used as necessary for individual children. Feedback on pupil's work may be immediate, as verbal feedback in a lesson, or by marking books after a lesson.

Teachers use the schools marking policy when providing written feedback.

The class teacher also gives opportunities for pupils to discuss, question and share their thoughts towards religions within the programmes of study.

Pupil voice gives an opportunity for pupils to share their opinions about RE.

Assessment:

At the end of each half term, to assess whether pupils are working below, at age-related or greater depth expectations, teachers refer back to the unit question and ask the children to answer it.

They then use the expected learning outcomes for each programme of study in each year group to assess the child.

Staff questionnaires are to be used to identify if support is needed or any training should be given.

We want children at Belswains to enjoy RE and have a better understanding of the faiths of their fellow pupils and the wider community. Through their learning, pupils will be able to reflect on what they believe and be able to have an informed discussion with others, about different religions, developing and exploring their own identity and engaging with others without prejudice in a diverse world.