



# BROOK FIELD PRIMARY SCHOOL

## RE Policy Statement

### INTRODUCTION

At Brook Field, we provide a religious education which gives children the chance to express as well as expand their knowledge and understanding of the world beyond them through our ethos of challenge for all. We aim to give children the chance to make links with pupils and people from their community who, although may have different faiths from themselves, still have a lot in common through their shared moral values.

### AIMS

At Brook Field, we want our children to explore religious as well as secular beliefs (World Views) in a safe environment where they can reflect on their own thoughts, feelings and moral values and discuss this in a respectful way through a range of Oracy and multi-sensory activities. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address so 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.

We aim to develop the following areas:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.
- developing their understanding and appreciation of diversity
- developing their understanding of fundamental British values

### SPIRTUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES

Spiritual, Moral, Social and Cultural development is an inclusive element of our RE curriculum with every opportunity taken within our sessions to further develop our children's skills within this area. One method of achieving this is through a wide range of opportunities to explore religious festivals and non-religious celebrations relevant to our Brook Field community within Swindon and beyond. Visitors are welcomed to enrich the children's experiences and provision is put in place to support children of faith who choose to fast during certain times of the year.

Our teaching ensures that the children are made aware of the important role religious or non-religious beliefs can play in people's lives which enables them the opportunity to explore big questions about life and how faith can affect the way people choose to live their life and the decisions they may make. Healthy debate is encouraged to explore moral issues that people have had to face and endure which includes identifying past and present injustice and discussing the morality of the events and outcomes, such as racism and conflicting views on the Edward Colston statue in Bristol and the role Greta Thunberg has played in raising the awareness of environmental issues.

British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating diversity of the UK. Brook Field works to ensure these values are embedded into every aspect of school life including within RE lessons, enabling our pupils to feel safe, valued and able to contribute for the good of themselves and others. These values are developed through RE activities in various ways. An example for each has been included in this list, but this is by no means the only way British Values are taught explicitly and implicitly through RE at Brook Field. (see website for Our British Values statement)

Democracy - Team activities - to present findings.

Rule of Law - Golden Rules - how these compare to Ten Commandments & British Law, along with family rules. Tolerance of Different Cultures and Religions - Tackling stereotyping, labelling, prejudice and discrimination - exploring geographical representation of faith and non-faith.

Mutual Respect - Embracing diversity - Through music, art, food, celebration.

Individual Liberty - Values and principles - Reflection on their own values and those of others

## **PLANNING & TEACHING**

Teaching should stimulate curiosity and develop children's sense of exploration and discovery through a multi-sensory approach. We aim to help children understand that questions in RE are, in the main, debatable, with many differing points of view being relevant and therefore will seldom simply be answered by facts. Children are encouraged to draw on previous RE subject knowledge which is embedded through the use of Five Star Facts at the start of each RE lesson as well as exploring the perspectives of several religions through planning which builds on previous learning and moves the children's understanding on further as they move on up through the school. We aim to teach children to think for themselves, become reflective learners and draw their own conclusions demonstrating the British Value of mutual respect and tolerance of faith and non-faith views.

Each scheme of work has learning objectives which are often based on a 'big question'. These are shared with the children and referred to throughout the lesson and unit of work. Multi-sensory tasks take a variety of styles, for example:

- Creative work
- Drama
- Writing
- Drawing/Art
- Oracy

Children use their RE books to record their progress. If a whole class activity has taken place, it is appropriate to create a sheet including pictures and a brief explanation of what has been covered.

To further develop pupil's ability to access their learning in RE and later in life, RE skills and related symbols will be found in children's work and in teacher's planning, which link specifically to the focus statements for that unit. These RE skills will help the children to identify the aspects of RE they are exploring, debating or reflecting upon. The RE skills are: Investigating, Reflecting, Expressing, Interpreting, Empathising, Applying, Analysing and Evaluating. (See Appendix 2)

All children will be challenged within RE sessions, however, more able children will have the opportunity to participate through different cut-away activities; the use of different resources; and a greater depth of questioning to develop their RE understanding and vocabulary even further. It is important to be aware that although there may be direct correlation between a pupil's intellectual ability and their understanding of religious belief and practice, there is no such obvious correlation between intelligence and a child's sensitivity or appreciation of questions or issues of a spiritual nature.

More Able children may present themselves in the following ways:

- Thorough knowledge of a subject area.
- A child being able to relate what is being studied to their first-hand experiences.
- A deeper understanding of the concepts or ideas being explored as shown in written work or through the pupil's conversations in class.
- Relating their thoughtful insights into religious or non-religious experience.
- Having a curious attitude to the big questions and complex issues being explored in sessions.
- Having a clear academic ability to analyse, compare and evaluate religious ideas, beliefs or practices.

Teachers will use planning which can be scaffolded according to the needs of children with SEND. They will be taught in mixed ability groups where appropriate or in ability groups supervised by the teacher or teaching assistant. Careful questioning and observation will be used as the main form of assessing these children in RE to ensure they achieve their maximum potential. Opportunities will be provided to develop not only their written skills but also speaking and listening through appropriate Oracy tasks.

For more information, please refer to the Teaching & Learning, SEND and Inclusion, also the More Able Policies.

### **Foundation Stage:**

Children in Foundation Stage will also receive a rich RE curriculum following the Swindon Agreed Syllabus with a wealth of local visitors and experiences to enhance their 'understanding of the world'. They will have opportunities to explore religious symbols, stories, special places and sacred texts through art, craft and role-play opportunities.

## ORGANISATION

Brook Field Primary School is obliged to fulfil the aims of the Swindon Agreed Syllabus for Religious Education 2022. The Swindon Agreed Syllabus for R.E. has been endorsed by the Governors and school. The legal status for R.E is outlined on page 11 of the Agreed Syllabus. It is important to note that RE is provided for all registered pupils.

The scheme provides individual units of work for each term for each key stage detailing:

- Specific curriculum strand
- A differentiated set of expected learning outcomes
- Suggested learning opportunities
- Assessment opportunities
- Key questions and vocabulary
- A reference to any helpful or suggested resources

The RE curriculum drawn up by SACRE 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Good practice in RE and domestic legislation has established the principle that RE in schools without a religious character, should be inclusive of both religious and non-religious worldviews. Brook Field ensures that the content and delivery of the RE curriculum is inclusive in this respect. This syllabus requires that, in addition to the religions required for study at each key stage, non-religious worldviews should also be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs and those with non-religious beliefs. The agreed syllabus provides coherence and progression in RE learning. Pupils will learn from the principal religions represented in the UK, in line with the law. These are Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held, are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study. Schools are always advised to make space for the worldviews of the local community, which is why the table below expresses minimum requirements and can be expanded to include faiths represented within Brook Field, such as Jehovah Witnesses.

Foundation Stage	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
Key Stage 1	Christianity, Islam, Judaism
Key Stage 2	Christianity, Islam, Judaism, Hinduism, Paganism and Humanism

Time allocation to R.E:                   KS1 36 hours per year  
  KS2 45 hour per year

Parents still have the right to withdraw their child from R.E. on the grounds that they wish to provide their own religious education.

## RESOURCES

Swindon Agreed Syllabus for Religious Education 2022 Schemes of work, which have been personalised by teachers at Brook Field.

Termly RE boxes are provided by the RE Subject Leader which include age appropriate texts, visual images and artefacts linked to the topic.

Some visits to religious buildings take place and religious visitors are welcomed to enrich the children's experience.

Some Godly play and workshops are also provided for certain experiences.

## ASSESSMENT & MONITORING

In RE, by the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The

expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study. The assessment in RE is based on the whole school assessment procedure (see Assessment Policy Statement). Each term, RE work is assessed focusing on the key assessment opportunities indicated on the unit planning. When teachers carry out assessment tasks, during each unit, they explore one of the three aspects:

- BELIEVING: Knowing about & understanding (A)
- EXPRESSING: Expressing & communicating (B)
- LIVING: Gaining and deploying skills (C)

(See Appendix 3)

Evidence of assessment linked to Emerging, Expected and Exceeding outcomes will be seen in the child's RE books at the end of each unit. At the end of the academic year, teachers will make a summative judgement based on formative assessments made throughout the year.

For more information, please refer to the Assessment Policy.

### **RE Subject Leader – Mrs Emma Batcup**

The role of the RE Subject Leader is to:

- Monitor the RE carried out across year groups by scrutiny of work, planning, assessment and pupil voice. This includes monitoring of the frequency of RE teaching across the year.
- Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of the subject.
- Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in this subject.

## APPENDIX 1

### Curriculum Map for RE

#### Key Stage One RE Curriculum Map 2024

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
F.S.	<b>F5 Where do we belong?</b> <i>LIVING</i> Christian symbols – cross Islam – Aum symbol Welcoming a baby – baptism Aqiqah – Islam, Raksha Bandhan - Hinduism	<b>F4 Which times are special and why? EXPRESSING</b> Sukkot, Diwali, Christmas Birthdays, Jesus's birth	<b>F1 Which stories are special and why?</b> <i>BELIEVING</i> Bible and Qu'ran The First revelation – Muhammad (PBUH) Jesus Calms the Storm, David and Goliath The Two Sons	<b>F2 Which people are special and why?</b> <i>BELIEVING</i> Guru Nanak and the Cobra Feeding of the 5,000 Zacchaeus	<b>F3 Which places are special and why?</b> <i>EXPRESSING</i> Invite a local minister in Church Mosques	<b>F6 What is special about our world?</b> <i>LIVING</i> Muhammad and the crying camel. Allah Muhammad and the kittens
Year 1	<b>1.1 Who is a Christian and what do they believe?</b> <i>BELIEVING</i>  Jonah – the Big Fish, The Lost Sheep, Jesus and the Ten Lepers	<b>Nativity</b>		<b>1.6 How and why do we celebrate special and sacred times?</b> <i>EXPRESSING</i> Christianity - Easter, Holy Week Islam - Eid-ul-Fitr and Ramadan	<b>1.5 What makes some places sacred?</b> <i>EXPRESSING</i> Mosque, Church visit Synagogue	<b>1.7 What does It mean to belong to a faith community?</b> <i>LIVING</i> Symbols of belonging Christian – crucifix/ichthus Story – The Lost Coin, Islamic calligraphy The Boy Who Threw Stones at Trees
Year 2	<b>1.2 Who is a Muslim and what do they believe?</b> <i>BELIEVING</i>  Prophet Muhammad and the Cat, Mosque – Virtual tour Qu'r'an Story of the Tiny Ants Muhammad and the Camel	<b>1.3 Who is Jewish and what do they believe?</b> <i>BELIEVING</i>  Shabbat (Friday) Chanukah – Hannukkah	<b>1.4 What can we learn from sacred books?</b> <i>BELIEVING</i>  What is a holy Book? Bible/Qu'ran/Torah Story of Moses- Exodus 10 Commandments Muhammad & the Black Stone			<b>1.8 How should we care for others and the world and why should it matter?</b> <i>LIVING</i>  The Creation Story The Good Samaritan The Golden Rule

## Key Stage Two RE Curriculum Map September 2024

Year 3	<b>L2.1 What do people believe about God? <i>BELIEVING</i></b> Christianity, Muslim, Hinduism Moses and the burning bush St Paul Story of Durga – Hindu & their gods	<b>L2.2 Why is the Bible important to Christians? <i>BELIEVING</i></b> Bible - Genesis, (Adam & Eve) Range of forgiveness stories: Zacchaeus		<b>L2.5 Why are festivals important to religious communities? <i>EXPRESSING</i></b> (overlaps 2.3) Christianity, remembering Easter, Last Supper, Pilate, Good Friday, Easter Sunday <b>VISIT</b> – Easter Workshop	<b>L2.7 What does it mean to be a Christian in Britain today? <i>LIVING</i></b> Communion Christians in the community <b>Rosa Parks</b>	<b>L2.4 Why do people pray? <i>EXPRESSING</i></b> Hindus, Christians, Muslims How Muslims Pray The Lord's Prayer Hindu Shrine
Year 4	<b>L2.9 What can we learn from religions about what is right and wrong? <i>LIVING</i></b> Ten Commandments The Golden Rule, Humanists, Apartheid – <b>Martin Luther King</b>	<b>L2.5 Why are festivals important to religious communities? <i>EXPRESSING</i></b> Divali – Hindus, Rama & Sita. Lakshmi Ramadan/Eid – Muslim Passover - Judaism	Anglo Saxon Paganism and the introduction of Christianity.	<b>L2.3 Why is Jesus inspiring to some people? <i>BELIEVING</i></b> Miracles: Feeding the 5,000 Walking on water Parable of the two builders	<b>2.6 Why do some think life is a journey? <i>EXPRESSING</i></b> Baptism – Christian Bar Mitzvah – Judaism Rites of passage - Hinduism <b>Upanayana ceremony</b>	<b>L2.8 What does it mean to be a Hindu in Britain? <i>LIVING</i></b> Puja, Dharma, Moksha, Karma, reincarnation, <b>Mahatma Gandhi</b>
Year 5	<b>U2.1 Why do some people believe God exists? <i>BELIEVING</i></b> Creation accounts (small part) Evolution Big Bang agnostics and atheists	<b>U2.10 Green religion? How and why should religious communities do more to care for the Earth? <i>LIVING</i></b> climate change, environmental protection and the future sustainability <b>Greta Thunberg</b> khalifah (Islam), stewardship (Christianity), St Francis of Assisi, Jewish Ecological Coalition, the Hindu Bhumi Project, Operation Noah.	<b>U2.4 If God is everywhere, why go to a place of worship? <i>EXPRESSING</i></b> Christianity – Church <b>VISIT</b> Anglican/Baptist Judaism - Synagogue, Hindu – Mandir/Home <b>VISIT</b>	<b>U2.6 What does it mean to be a Muslim in Britain today? <i>LIVING</i></b> Five Pillars of Islam Salah, shahada, sawm (light touch), <b>zakat</b> , Hajj <b>Bilal the First Muezzin</b> , Muhammad (PBUH)		
Year 6	<b>U2.7 What matters most to Christians and Humanists? <i>LIVING</i></b> Rules, Humanists Good Samaritan Adam & Eve <b>VALUES</b> Codes for Living The Golden Rule	<b>U2.3 What do religions say to us when life gets hard? <i>BELIEVING</i></b> Reincarnation, Karma Heaven – Christian Humanists – One life		<b>U2.9 What can be done to reduce racism? Can religion help? <i>LIVING</i></b> The Golden Rule Civil Rights Movement <b>Nelson Mandela</b> <b>Baghat Puran Singh</b> Edward Colston, John Wesley	<b>U2.8 What difference does it make to believe in Ahimsa, Grace and Umma Community? <i>LIVING</i></b> Hindu Ahimsa, Muslim Ummah, Christian Grace <b>Mother Teresa</b> , The Fourth Pillar of Islam Zakat – Charity, Fifth pillar - Hajj (small part) Hindu giving to charity - Sewa	

## APPENDIX 2

### RE SKILLS



Investigating



Empathising



Reflecting



Applying



Expressing



Analysing



Interpreting



Evaluating

## APPENDIX 3

### Believing

(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)

### Expressing

(Religious and spiritual forms of expression; questions about identity and diversity)

### Living

(Religious practices and ways of living; questions about values and commitment)

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.