



Ordsall Primary School Religious Education Policy

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Play, Learn and Grow...Together!

OUR INTENT, VISION AND ETHOS

At the heart of our learning at Ordsall Primary School is the ancient proverb I **hear** things, and I **forget** them. I **see** things, and I **remember** them. I **do** things, and I **understand** them.

This ancient proverb is demonstrated no more clearly than in the words that define our school - **Play, Learn and Grow Together**. It is our aim that, by focussing on each key part, **all** learners at Ordsall Primary will achieve their full potential and many will achieve beyond what is expected through:

By Playing Together they will....

Develop curiosity of mind and spirit

Create, explore and discover

Adapt and cooperate

Learn, practice and master skills AND

Achieve and Aspire to be the “best that they can be”

By Learning Together they will.....

Experience wider opportunities beyond the school

Develop essential skills, knowledge and understanding

Build character, resilience, confidence and independence

Communicate and collaborate as part of a team

Apply learning across a broad, balanced, rich and exciting curriculum AND

Achieve and Aspire to be the “best that they can be”

By Growing Together they will.....

Know that we all have the same rights and needs

Develop integrity and an understanding of what is right and wrong

Develop tolerance and acceptance of **people's individual characteristics**

Inspire others and celebrate every achievement

Work together, in partnership, as a wider community of learners AND

Achieve and Aspire to be the “best that they can be”

In addition we strive to develop and uphold the Fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty and tolerance of those of different faiths
- Developing personal and social responsibility
- Respect for British Institutions

Safeguarding Statement

At Ordsall Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Ordsall Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

At Ordsall Primary School we believe that if learning is active, it is remembered, enjoyed and understood better. In RE children are given the opportunities to express their ideas, understanding and questions through play and first-hand experiences. This allows the children to build on their knowledge and ideas as they grow to ensure they actively learn about and draw their own conclusions of religions and world views. The RE curriculum enables children to be creative, both as individuals and as a part of a team in order to process ideas together through talk and reflection.

Our vision for RE

Religious Education provokes challenging questions about human life, beliefs, communities and ideas. Pupils will learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives.

Aims of RE

RE is an important part of the school curriculum and is taught relevant to every child's stage of development and experience. It allows the children to gain a deep awareness of their own and others' identities as well as exploring the mysteries of life and the answers given by a wide variety of religions and beliefs. We aim to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That children develop a sense of awe and wonder about the world around them.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.
- To support pupils spiritual, moral social and cultural development by encouraging self-awareness and self-respect.
- To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.
- To develop knowledge and understanding of Christianity and other major religion in Britain and in the local community.

Implementing RE

We follow the Agreed Syllabus for RE in Nottinghamshire. The teaching of RE syllabus promotes three key areas of learning.

A – Know about and understand religions and world views.

B – Express ideas and insights about the nature, significance and impact of religions and world views.

C – Gain and deploy skills needed to engage seriously with religions and world views.

RE is legal requirement for all pupils as it is a core subject. The time allocated to the teaching of RE is as follows:

FS2 and KS1 – 36 hours of tuition per year (e.g. 50 mins a week.)

KS2 – 45 hours of tuition per year (e.g. 1 hour a week)

At Ordsall Primary School we block the teaching of RE every half term to ensure a more focused, cross curricular approach to the delivery of the RE units. This allows the children more of an opportunity to gain the knowledge and understanding of the religion they are studying and furthermore, use what they have learnt to express their own ideas and thoughts in a respectful way. The programs of study, outlined in the agreed syllabus, are organised within the contextualised plans for each year group.

RE in the Early Years Foundation Stage

Pupils encounter religions and world views by hearing stories about special people, times, places and exploring objects through planned and purposeful play, as well as a mixture of adult-led and child-initiated activities.

Communication and Language

Children listen with enjoyment to songs, stories and poems from different communities and traditions, responding with relevant comments, questions or actions. They use talk to organise and sequence their thoughts to answer, 'who', 'why' and 'how' questions about their experiences in response to stories or events from different traditions and communities.

Personal, Social and Emotional Development

Children learn that they can expect others to treat their needs, views, cultures and beliefs with respect. They learn to work as part of a group, taking turns and sharing fairly, understanding that everyone needs agreed values and codes of behaviour for both adults and children to work together harmoniously. Children are given the opportunity to talk about issues of right and wrong and why these matter. They will have a developing awareness of their own needs, views and feelings and be sensitive to those of others.

Understanding of the World

Children will be encouraged to talk about the similarities and differences of themselves and others, among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people by exploring and observing places and objects that matter in other cultures and beliefs.

Expressive Art and Design

Children use their imagination in art, music, dance, imaginative play and role play and stories to represent their own ideas, thoughts and feelings. They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

Children will be given the opportunity to access a wide range of books, poems and other written materials to ignite their interest.

Mathematics

Children will recognise, create and describe some patterns and order objects simply.

RE at Key Stage 1

The focus of RE at KS1 is to enable the children to develop their knowledge and understanding of world views. They find out about simple examples of the religions, Christianity and Judaism that are drawn from local, national and global contexts. Children are encouraged to begin to raise questions to express their own views in response to the material they learn about as well as in response to questions about their ideas. Examples of some of the enquiry-based units the children study include:

- Who celebrates what and why?
- How do we show we care for others? Why does it matter?
- In what ways are churches/synagogues important to believers?
- Leaders: What makes some people more inspiring than others?
- Believing: What are some of the ways Jewish people show their beliefs and how they belong?
- What does it mean to belong?

RE at Key Stage 2

The focus of RE for KS2 is to enable the children to extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They will be introduced to a range of sources and subject specific vocabulary. Children will be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. They will 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. Examples of some of the enquiry-based units the children study include:

- What difference does it make to be a Christian?
- How do religious families and communities practice their faith?
- Where, how and why do people worship?
- Why do some people think life is like a journey? What do different people think about life after death?
- What can we learn from great leaders and inspiring examples in today's world?
- How can we make Nottingham City and Nottinghamshire places of respect and tolerance?
- What can we learn from people who resist discrimination and persecution?

British Values in the RE curriculum

The teaching of RE through the Nottinghamshire Agreed Syllabus makes a valuable contribution to the teaching of the Fundamental British Values. The RE curriculum focuses on exploring opportunities to

build an accurate knowledge of religions and beliefs in relation to moral values in order to ensure children will be able to challenge stereotypical views and appreciate difference positively within the school community, local area and wider world. Here are some examples of how the teaching of RE incorporates some of the British Values.

British Value	How is it taught?
Democracy	<p>Across all phases, RE provides a valuable opportunity to discuss key ideas and make links with the children’s own and other people’s experiences. Through exploring the key questions of each unit, some of which involve the fundamental questions of life, the children can debate these ideas from a range of differing perspectives. This allows children to understand that we all have a responsibility to use our voices to ensure the well-being of others.</p>
Rule of Law	<p>In Year 2 children explore the inspiring religious leaders and begin to look at the Ten Commandments and rules for living harmoniously. The children relate this to our own school code of conduct and own class charters.</p> <p>In year 4 this value is explored through the unit, ‘Religion, Family, Community Worship, Celebration and Ways of Living’ which focuses on Hinduism. The children learn about the rules for living in which Hindu’s must follow the dharma in order to live a good life and be a positive role model in society. In this year group, the children also make comparisons with the Ten Commandments of the Christian faith.</p>
Mutual Respect & Tolerance	<p>In year 6 the children learn about religious beliefs and actions during their Second World War and the Holocaust. They investigate the persecution and discrimination of the Jewish people during this time and how it is important that we learn from these events.</p> <p>In EYFS children explore the beliefs and values of different religions through learning about key religious festivals of Christmas and Diwali through their ‘Celebrations’ topic.</p>
Individual Liberty	<p>In year 1, children explore questions about their own identity through the ‘Myself and Caring for Others’ unit. They understand that everyone is an individual and explore the importance and acting kindly towards one another.</p> <p>In year 5, the children learn about what is expected of a person in following a religion or belief within the unit, ‘Religion and the Individual: What Matters to Christians’ They learn from examples of Christian practices and consider the challenges of how to live a good life, applying their own ideas to ethical questions.</p>

The following table lists some examples of how British Values of is implemented throughout the teaching of RE throughout the school.

DEMOCRACY	
Nursery and Reception	To take it in turns to share my own experiences of celebrations and listen carefully to others.
YEAR 1	To take turns and listen carefully to other people's discussions about their experiences and understand that we can learn from what everyone has to say.
YEAR 2	To take turns, listening carefully to other people's experiences and begin to ask questions to gain more of an understanding of different people's way of life.
YEAR 3	To begin to ask and answer questions and listen respectfully to other people's views and beliefs, even if they are different to our own.
YEAR 4	To respond thoughtfully to questions about other people's beliefs and practices and understand that everyone has the right to express their opinion in a respectful way.
YEAR 5	To understand that we all have an opinion and these should be respected when debating ideas and views from different perspectives when exploring ethical questions.
YEAR 6	To explore examples of where using the power of voice has led to bringing about a positive change of the life of individuals and communities today.

RULE OF LAW	
Nursery and Reception	To learn from stories of Jesus about how his teachings words can help us to know how to be good people.
YEAR 1	To learn about the Ten Commandments and why they are important to Christian way of life.
YEAR 2	To learn about religious leaders, exploring how they made a difference and make links with the Ten Commandments as their 'rules for living.'
YEAR 3	To know about the practices of worship of the Islam and Christian religions, identifying the rules and rituals that are followed in their holy buildings.
YEAR 4	To know about the rules of living of Hindu faith and why it is important that they are followed, making comparisons with other religions.
YEAR 5	To learn about inspirational people from today's world and understand how these key leaders can be sources of wisdom for religious believers from their actions and achievements.
YEAR 6	To learn about the moral codes set out in the Bible, the Qur'an and the Torah and understand what they say about God and leading a moral life.

INDIVIDUAL LIBERTY

Nursery and Reception	To begin to understand that we are individuals and are all different and we should all be treated fairly.
YEAR 1	To know that we are all different and should all treat each other with respect.
YEAR 2	To begin understand what belonging means and why this matters and contributes to human happiness.
YEAR 3	To learn about religious leaders in sacred texts and how they have influenced the way religious people live their lives today.
YEAR 4	To explore how Christian spirituality can be expressed in different ways through a variety of music genres but is still valued as a method of Christian worship.
YEAR 5	To learn how spiritual thoughts and beliefs can be expressed through charity and generosity.
YEAR 6	To know how religion and beliefs respond to global issues of human rights and fairness and the importance of the environment.

MUTUAL RESPECT AND TOLERANCE	
Nursery and Reception	To understand that other people's celebrations may be different to each other's but are just as important to them in their own lives.
YEAR 1	To understand that we are all individuals with our own identities and we all have different values and beliefs.
YEAR 2	To understand what it means to belong and make comparisons with our own lives and with someone who is a Christian.
YEAR 3	To learn about the Islam faith and begin to understand the meaning of prayer and values within Muslim communities.
YEAR 4	To learn and understand the beliefs and values of Hinduism and appreciate that they have a different way of living to our own.
YEAR 5	To explore and respond thoughtfully to a range of Hindu and Muslim beliefs about God and understand the impact this has on their lives.
YEAR 6	To find out about the Holocaust and raise questions as why learning about the persecution and discrimination of Jewish people helps us to understand that we must have respect for all in today's world.

Cultural Capital in the RE curriculum

At Ordsall Primary School we recognised that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. In RE we seek to develop their Cultural Capital through:

Area	Example
Personal Capital	Developing enquiry skills in order to explore beliefs, teachings and practices of religions and world views through hands on experiences; and in turn apply these to learn about themselves to clarify their own values and understanding as an individual.
Social Capital	Allows children the opportunity to reflect on their own ideas, attitudes and actions in response to their learning about religious beliefs. It encourages their social skills through both team work and individual activities. This allows them to contribute in meaningful discussions and develop qualities and attitudes such as respect, tolerance and acceptance of difference.
Physical Capital	Develop physical development through hands on practical experiences to express themselves through, role play, music and art. Children can also explore and manipulate religious artefacts across all religions.
Spiritual Capital	Enabling pupils to explore characteristics such as courage, hope, acceptance, strength and love for them to face the challenges of human life.
Moral Capital	Enabling pupils to take an increasingly thoughtful view of what is right and wrong. To recognise the needs and interests of others as well as themselves and to develop characteristics such as truthfulness, kindness, unselfishness so they can live in ways that respect the well-being and rights of each person.
Cultural Capital	Developing pupil's awareness of their own identity and place in society by allowing them to take part in their own culture and the culture of others in a creative way through exploring religions through art, music, dance and gain a deeper understanding of religious traditions, rituals, world views and practices.

Assessment

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 RE program of study. The Agreed Syllabus for RE in Nottinghamshire outlines 8 level scales across the three learning strands (A- Knowledge and Understanding of a range of religions and world views, B – Express ideas and insights about the nature, significance and impact of religions and world views, C – Gain and deploy skills needed to engage seriously with religions and world views) for teachers to track the progress of their children. Strands 1-5 are applicable for primary aged children with strands 6-8 for KS3 pupils. The teacher uses their knowledge of what the pupils know and understand about religions and world beliefs to identify the appropriate level scale they are working on for each of the 3 strands A, B and C. Staff will complete the ongoing summative assessment grid after each program of study has been covered. This gives a clear indication of where each child is at within their year group (**Working Towards**, **Working Below**, **Expected** or **Greater Depth**). The results across the 3 strands are calculated and where there is a range of results across a strand a best fit level will be given. A percentage of the attainment is calculated for boys, girls, pupil premium children and an overall result for the class. (See Appendix)

Parents are also informed of their child's achievements in RE in their end of year report.

Local community connections

As a school, we also have close connections with All Hallows Church in Ordsall. Rev Alex Shiells regularly carries out assemblies for both Phase 2 and Phase 3 children each half term and visits to the church are welcomed across all the year groups to support their RE learning.

It is vital that the children have the opportunity to explore and understand the diverse religions and beliefs of people within our local and wider communities. We are involved with the Nottingham RS Resources Service, who work within school to provide experience days for children of all ages and abilities. This service brings other world religions into schools by transforming the classroom in to a place of worship. Children are encouraged to ask and answer questions and become involved with the interactive parts of these sessions. These days also assist with work on British Values and SMSC. In year 6, the children visit The National Holocaust Centre and Museum in Laxton as part of their history topic on The Second World War. It gives children an insight in to how beliefs and actions across the world have and continue to affect the lives of people today.

Collective Worship

At Ordsall Primary School collective worship takes place in phases every morning. It is a legal requirement in all publicly funded schools and should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs. It encourages participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered. It develops community spirit, promoting a common ethos and shared values and also reinforces positive attitudes.

The Nottinghamshire County Council Guidance 2016 states that:-

Collective worship is:

- an **educational** activity which is inclusive, involving pupils of any faith and none, as a school is a community of people holding different beliefs
- different from corporate worship, which is the shared experience of people belonging to a particular faith or denomination.

Collective worship is **not** the same as an assembly, though can take place in the same gathering. A school may hold any number of assemblies each week, but **must** have a daily act of collective worship. Teachers, including head teachers, have a contractual duty to attend assembly but they have the right to withdraw from collective worship and cannot be discriminated against for doing so. Parents and carers can also withdraw their child from collective worship.

Withdrawal from RE

It is the right of parents and carers to withdraw their child from RE lessons (and/or collective worship) if they wish to. Schools have to teach RE but parents can withdraw their children for all or part of the lessons. Parents have the statutory right under [Section 71 of the School Standards](#)

and Framework Act 1998 to withdraw their children from RE lessons and acts of Collective Worship at all maintained schools, including faith schools. However, children may encounter different religions through other areas of the curriculum such as, History, Geography and Literacy based tasks. Parents cannot withdraw children from these subjects.

71. - (1) If the parent of a pupil at a community, foundation or voluntary school requests that s/he may be wholly or partly excused-

- (a) from receiving religious education given in the school in accordance with the school's basic curriculum,
- (b) from attendance at religious worship in the school, or
- (c) both from receiving such education and from such attendance, the pupil shall be so excused until the request is withdrawn.

The parental right to withdraw a child should be freely exercisable and the school must give effect to any such request. Requests for withdrawals are best made in writing. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises. On this occasion, the RE leader will arrange to meet with the parent/carer to ensure that they fully understand the learning objectives of the lesson that is taking place. If the parent continues with their decision to withdraw their child, arrangements will be made for the pupil be supervised in another area of the school for the duration of that lesson.

Appendix

Example of summative assessment grid.



Religious Education End of Year Summative Assessment Year 4 Picasso Class



Please fill in the names of all pupils in your class and indicate for each year group objective for music whether they are working below by colouring the box red, working towards by colouring the box amber, working at by colouring the box green or working beyond by colouring the box blue.

Then complete the percentage of pupils that are working below, working towards, working at or working beyond their curriculum year group in each area of RE

Pupil Name	Knowledge about and understand religions and world views.			Express ideas and insights into world religions and world views.			Gain and deploy skills		
	Describe and make connections between different features of the religions and world views they study.	Describe and understand links between stories and other aspects of the religious communities.	Explore and describe a range of beliefs, symbols and actions.	Observe and understand examples of religions and world views so that they can explain, with reasons their meanings and significance to individuals and communities.	Understand the challenges of commitment to a community of faith or belief suggesting why belonging to a community may be valuable.	Observe and consider different dimensions of religion and show understanding of similarities and differences.	Explore questions about belonging and express their own ideas and opinions in response using words, music, art or poetry.	Find out about and respond with ideas of cooperation between people who are different.	Find out about questions of right and wrong and begin to express their ideas and opinions.
	PP								
Child A									
Child B	✓								
Child C									
Child D									
Child E									
Child F									
Child G									
Child H	✓								

Percentage of pupils	Knowledge about and understand religions and world views.				Express ideas and insights into world religions and world views.				Gain and deploy skills			
	Boys	Girls	All	PP	Boys	Girls	All	PP	Boys	Girls	All	PP
Working towards												
Working below												
Expected												
Greater Depth												