



Religion and World Beliefs POLICY

Prepared by: A. Anderson

Governor responsibility: Quality and Outcomes Committee

Policy Date: Nov 2023

Review Date: Nov 2024

Introduction

This policy was reviewed by the R.E. Co-ordinator, supported by the Assistant Head teacher of Heltwate School during the Autumn Term of 2022. This policy is reviewed every three years. This policy has been reviewed and amended for the Autumn Term of 2023.

This policy sets out the school's approach to the teaching of Religion and World Beliefs. It ensures that we meet the needs of pupils and the requirements of the Peterborough, Cambridgeshire and Rutland Agreed Syllabus for Religious Education 2023-2028.

The aims of Religious Education are to:

- Recognise and reflect the religious backgrounds of pupils in the class and school, valuing similarities and differences.
- Give pupils an awareness of, and contact with, religion and religious traditions, in relation to Christianity and other principal religions.
- Enable pupils to experience aspects of religion from a range of sources including artefacts, pictures, photographs, DVDs, CDs, books, buildings and people.
- Encourage pupils to respond to the views of others and help them to understand that religion is important to many people and affects their actions and the way they live.
- Build on the life experience pupils bring into school.
- Promote a caring attitude towards others and encourage moral lives.
- Provide a context in which difficult areas of life can be discussed.
- Acknowledge 'the family' in the broadest sense, to include carers and close friends as well as relatives.

The aims will be achieved through.

- Cross-curricular and overt class teaching.
- Discussions, role-play, art, drama, music, stories and poems.
- Everyday life experiences.
- School assemblies, (both St George's, Heltwate Site and Jubilee):
 1. Midweek Assembly: Topics relevant to everyday life/RE/PSHE. Some visits from Bretton Baptist Church (Wednesday)

2. Whole school- Celebration of achievement and good work. (Fridays)
 - Celebrating some important events in the religious calendar of the school population. E.g. Harvest Festival, Diwali, Eid.
 - Welcoming religious leaders, knowledgeable visitors and parents into school.
 - Acknowledging national events and expecting to take part in them e.g. R.E day.
 - Whole school RE curriculum days.
 - Visits to places of worship.

Implementing the Aims.

The following will be essential:

- 'Cornerstones' curriculum following the 'Love to Celebrate' units.
- Equals Scheme of Work Religious Education.
- An adequate budget to allow purchase of relevant books, pictures, DVDs CDs and visits to places of worship.
- Staff training.
- Developing relationships with faith groups.
- Use of libraries, museums, multi-cultural centre, and any other sources of relevant materials.
- Spiritual, moral, social, and cultural development (SMSC).

Assessing – Recording & Monitoring

The RE coordinator will monitor Religion and World Beliefs planning, students' work, and the use of software/resources on a yearly cycle during. The co-ordinator is also responsible for completing a year Curriculum Development Plan, with details of budget requests, subject developments moving forward and how improvements will be achieved and maintained, providing timescales involved.

Assessment of Religious Education takes place via a three year rolling assessment plan. Teachers consider ways of formative assessments using the following:

- High-quality teacher questioning
- Teacher observations of children's verbal contributions in class

- Teacher observations of verbal; pupils; contributions in group work
- Teacher observations of children engaged in collaborative learning
- Teaching assistants scribing children's verbal responses
- Quality verbal and written feedback
- Prior knowledge and understanding.

Evidence may be gathered by:

- Workbooks
- Assemblies
- Photographs
- Visitors invited into school
- Trips to places of worship
- Classroom displays
- PT1 – Knowledge and understanding of religion and worldviews
- PT2 – Responding to religion and worldviews
- Book and planning scrutiny

It is usually considered good practice to collect a range of evidence, so that judgements can be made holistically and accurately.

Role of the Governing Body

The Governing Body has:

- The duty to set the framework of the school's policy on Religion and World Beliefs.
- Responsibility to ensure that the school complies with this policy.
- Delegated powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy.
- Delegated powers and responsibilities to the Head teacher to ensure all visitors to the school are aware of and comply with this policy.
- To appoint a coordinator for Religious Education to work with the Head teacher.
- The duty to support the Head teacher and school personnel in maintaining high standards of work completed in RE.
- Responsibility for ensuring funding is in place to support this policy, with separate budgets for curriculum and infrastructure.
- Responsibility for ensuring policies are made available to parents via the school website.
- To nominate a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head teacher

The Head teacher will:

- Monitor the effectiveness of this policy.
- Support the coordinator to ensure the policy is implemented effectively throughout the school.

Role of the Coordinator

The coordinator will:

- Lead the development of this policy throughout the school.
- Review and monitor the Religion and World Beliefs curriculum.
- Talk to members of staff and be approachable when asked for guidance about the RE curriculum.
- Complete curriculum scrutinises to ensure a broad coverage of the Religion and world Beliefs Curriculum is being taught and monitor continuity and progression throughout school.
- Collect examples of medium-term plans/ phases of lesson plans, which will be asked for and kept in a curriculum folder alongside examples of children's work. This may also be stored electronically on the school's server.
- The work collected will demonstrate effective differentiation in planning.
- Provide new teachers with a religious education scheme of work to follow.

Role of the Nominated Governor

The Nominated Governor will:

- Work closely with the Head teacher and the coordinator.
- Ensure this policy and other linked policies are up to date.
- Ensure that everyone connected with the school is aware of this policy.
- Annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel are expected to:

- Comply with all aspects of this policy.
- Develop planning from schemes of work in Religion and World Beliefs based on the Equals scheme of work, Cornerstones and Cambridgeshire, Peterborough and Rutland agreed syllabus 2023-2028.
- Ensure lessons are supported by high quality resources, attending relevant CPD and utilising new software and resources within RE.
- Ask for resources to be ordered which will benefit the learning of individuals, the class, or the school as a whole.
- Teachers and support staff are to ensure all work is differentiated according to levels and physical needs of all children. Where possible symbols will be used to support

reading and writing, within the RE curriculum, to ensure all children can access all learning opportunities.

Role of Pupils

Pupils are expected to:

- Behave in a way that allows learning to take place.
- Follow the schools' golden rules.
- Access learning resources from home, such as Clicker 7 and Purple Mash, where able to.
- Take part in all lessons and try their best.

Role of Parents/Carers

Parents/carers are encouraged to:

- Utilise communication supports loaned from school, treating them with care and respect.

Role of the School Council

The School Council will be involved in:

- Determining this policy with the Governing Body.
- Discussing improvements to this policy during the school year.
- Reviewing the effectiveness of this policy with the Governing Body.

(where appropriate).

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website.
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.
- School events.
- Meetings with school personnel.
- Reports, such annual report to parents and Head teacher reports to the Governing Body.

Monitoring the Effectiveness of the Policy

Present policy to staff- Autumn 2023.

Present policy to Governors.

Monitoring Religion and World Beliefs in Heltwate- RE Co-ordinator.

Schools Development Plan.

Head teacher:		Date:	
Chair of Governing Body:		Date:	

Signed by Headteacher date

Signed by nominated governor: date.....

This policy will be reviewed on.....

Appendix 1

Christianity.

Christians believe that there is one God who can speak to people and be addressed by them.

Jesus was born a man in Bethlehem over 2,000 years ago. He was also God in human form. His life was devoted to teaching, healing and helping people. He died by crucifixion during the Roman occupation of Palestine. Three days afterwards, he rose from the dead. Those who believe in him will go to heaven.

The sacred book, Old Testament and New Testament is called the Bible.

Appendix 2

Buddhism

Buddhism shares some roots and ideas with Hinduism but differs in many important teachings.

Buddhists share four Noble Truths;

- The First Noble Truth is of 'suffering' or dukkha, which describes all that is unsatisfactory, including birth, decay, sorrow, sickness and death.
- The Second Noble Truth is a 'craving', which leads to tension and suffering.
- The Third Noble Truth teaches that suffering ends when cravings end.
- The Fourth Noble Truth is a practical way of dealing with the cravings known as the Noble Eightfold Path. There are eight stages towards peace and detachment in three main areas: morality, meditation and wisdom.

Appendix 3

Hinduism

Hinduism emerged about 5,000 years ago.

The Hindus believe that:

- There is one God – Brahman
- The soul is born many times, reincarnation.
- Brahman is worshipped in a variety of forms, especially Vishnu, Shiva and Shakti.

Appendix 4

Islam

A way of life based on faith and action which is summed up in the Five Pillars of Faith.

There is about one billion Muslims world-wide. The fundamental doctrine is that there is one God, Allah, who created the universe. All mankind will be accountable to him on the day of judgement. Islam was revealed to the prophet by Allah.

The first mosque was built in Makkah over 1,300 years ago when Muhammed was acknowledged as The Prophet of God.

The sacred writings of Islam are contained in the Qur'an.

Muslims believe in life after death.

Appendix 5

Judaism

Jewish people believe in one God. Beliefs and practice are based on the first five books of the Bible, known as the Torah (laws) and the views of rabbis down the centuries. From early times of Israel's faith, an oral tradition grew up. This is known as the Oral Torah. This was written down about 1,800 years ago and became known as the Mishnah.

Many Jews will only eat Kosher food. Dietary laws are found in Leviticus 14: 3-12

Appendix 6

Sikhism

Sikhism was founded by Guru Nanak who lived 500 years ago and was born into a Hindu family.

'Sikh' means disciple. Sikhs believe that all humankind are equal, and that people should devote themselves to good actions and to God.

Sikhs should strive for self-control, forgiveness, contentment, and love of God, humility, hard work, sharing profit and helping the less able in the community.

Sikhs are confirmed in their faith through an initiation ceremony known as Amrit. They promise to abide to the 5Ks:

- Kesh – to wear body hair uncut.
- Kachera – to wear loose underwear.
- Kangham – a comb that fastens the hair and is a symbol of cleanliness.
- Kara – steel band worn on right wrist symbolising the unbreakable link with the faith.
- Kirpan – a sword worn to symbolise a duty to fight against evil.

Appendix 7

Humanism

Humanism is an approach in study, philosophy, worldview or practice that focuses on human values and concerns. In other words, it is an outlook or system of thought attaching prime importance to human rather than divine or supernatural matters. In philosophy and social science, humanism is a perspective, which affirms some notion of human nature, and is contrasted with anti-humanism.

Humanism rejects religious beliefs and centres on humans and their values, capacities, and worth, concern with the interests, needs, and welfare of humans. The concept that concern for human interests, values, and dignity is of the utmost importance to the care of the sick.

End of Year 1 statements – Progress Target (PT)

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews	Begin to talk about different beliefs and practices using the correct vocabulary
Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.	Begin to suggest meanings behind religious and moral stories.
Show how individuals and faith communities celebrate life events.	Ask or respond to questions about how individuals and faith communities live.
Begin to name the different beliefs and practices of Christianity, at least one other religion.	Express their own ideas about belief and practices creatively.

End of Year 2 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

End of year 3 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.

Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.
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End of year 4 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.

End of year 5 statements

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.
Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.
Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code	Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives. .
Articulate simple responses to ethical questions from the range of different religions and world views studied so far.	Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.

End of year 6 statements

PT1 - Learning about religion and belief	PT2 – Responding to religion and worldviews
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Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code	Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.	Discuss and apply their own and others ideas about ethical questions and to express arguments in a structured response.

