

Witham St Hughs Academy

Religious Education Policy

“The need of the moment is not one religion, but mutual respect and tolerance of the devotees of the different religions.” Mahatma Gandhi

Intent

- At Witham St Hughs Academy, we believe that a high-quality religious education is essential to achieve an environment of curiosity and respect towards religious beliefs and customs. Therefore, creating well-rounded, knowledgeable and tolerant pupils. Our RE curriculum has been carefully and coherently planned and sequenced to link with our Character Education curriculum which prepares pupils for life after Witham St Hughs Academy. This approach ensures high expectations for all pupils regardless of disadvantage or SEND need.
- We believe religious education should equip pupils with knowledge beyond their own experiences and personal beliefs. Religious education allows pupils to gain a deeper understanding of others’ faiths. The children also compare religious beliefs to current society and understand what atheism is.
- Religious education is statutory to teach in primary schools, as highlighted by the Department for Education. Although the national curriculum does not have statutory objectives to be covered within religious education, RE Today have created an in-depth and planned out curriculum for Understanding Christianity and the Lincolnshire Advisor for RE has created an overview for the whole R.E. curriculum, which we are using at Witham St Hughs Academy. The curriculum is in keeping with the National Content Standard for RE. Feedback from staff and pupils highlighted that it allows for the highest standards of RE teaching and learning.
- The Lincolnshire Agreed Syllabus for Religious Education and RE Today state that ‘Christianity is compulsory to be taught at each key stage’. It also states that Islam must be taught at Key Stage 1 and Key Stage 2 and that Hinduism must be taught at Key Stage 2. This has been reflected in our long term and medium term plans across the school. In addition to this, it is advised that schools teach at least one other religion and therefore these have been incorporated across the school.
- This is an overview for the whole school. Red areas are ‘Understanding Christianity’ units (God, creation, salvation and incarnation), black are compulsory units (Islam and Hinduism) and green are additional units (world view and other religions, including humanism).

Termlet:	1	2	3	4	5	6
EYFS	Myself	Incarnation	Our special books	Salvation	Creation	Our beautiful world
Year 1	God	Creation	God- Islam	Community-Islam	Places of worship	
Year 2	Being human-Islam	Life journey-Islam	Thankfulness		Salvation	Incarnation
Year 3	God- Hinduism	God- Islam	God/ Incarnation		Salvation	Big questions-living a good life
Year 4	Big questions-celebrations	Community-Hinduism	Community-Islam	Creation	Pilgrimage	
Year 5	Being human-Hinduism	Being human-Islam	Salvation	Incarnation	Expressing beliefs through the arts	
Year 6	God	Do you have to believe in God to be good?	Creation (core)	Creation (digging deeper)	Life Journey – Hinduism/ Judaism	

Implementation:

- RE is taught in every year group for approximately one hour per week. These lessons are planned carefully using the RE framework.
- The curriculum allows for a child to progress from the foundation stage to year six and receive a varied and plentiful knowledge of Christianity, Hinduism, Islam and other world views such as Humanism. The curriculum has been designed to provide teachers with many clear, precise learning targets and further questions for the teacher's guidance and planning. In the Understanding Christianity topic, the learning targets progress year on year to ensure children are expanding upon and deepening their religious education knowledge.
- In reception, the children are taught religious education through topics which coincide with the EYFS framework. They learn about religious groups, when learning about 'myself' at the start of the year. They learn about the Nativity at Christmas time, Easter at Easter time as well as stories from around the world, creation and caring for the world.
- The religious education curriculum has been carefully designed not only to add to children's knowledge but also build upon and deepen it over time, with clear end points for each year group. The spiral curriculum for 'Understanding Christianity' allows for this.
- Witham St Hughs Academy has high aspirations for all pupils in religious education and therefore is not solely assessed through literacy ability. Teachers can assess religious education through retelling of stories, verbal discussions, debates, sequencing activities and more.
- Teachers are asked regularly about the religious education subject knowledge and support is offered to all teaching staff if required. Staff meetings are utilised to update staff on updates to the curriculum and lesson planning ideas. CPD time is used to ensure teaching and learning of religious education is of a high standard.
- Visitors and trips are woven into the curriculum to allow children to embed and experience new knowledge first-hand.
- Assemblies are planned to further pupil's knowledge of the religions and world views taught at Witham St Hughs Academy.
- Parents have the right to withdraw their child from religious education.

Impact:

- By the end of each key stage at Witham St Hughs Academy, pupils should have developed detailed knowledge and skills across the RE curriculum. This will be evident through ongoing formative assessment of work in books, evidence of planning and pupil questionnaires.
- Pupils will demonstrate, by their actions, a deep understanding of the importance of respecting, valuing and celebrating different religions they have learnt about. When they leave Witham St Hughs Academy, pupils will be well-rounded, understanding young people who will be well prepared for life in modern twenty first century Britain.
- Pupils will play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.