



Wakefield Grammar Pre-Preparatory School

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CHANGE RECORD - REVIEW PERIOD ANNUALLY

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WGPPS Religious Education Policy

1. Context

RE is legally required for all pupils. It is a core subject of the curriculum for all pupils. Schools have a statutory responsibility to deliver Religious Education to all pupils.

- This is a requirement for all pupils from FS2 to Year 2, but does not include children in FS1, however, at WGPPS, pupils in FS1 also take part in RE.
- Reflecting the fact that religious traditions in Great Britain are in the main Christian while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

WGPPS RE curriculum is planned to align with SACRE Wakefield Council Agreed Syllabus. We use a variety of teaching resources including a scheme of work from NATRE, an all-inclusive lesson plan tool crafted by expert teachers at RE Today Services, Twinkl and Now Press Play for an immersive interactive experience. Our P4C and PSHE curriculum is designed to dovetail with RE lessons by encouraging open thinking, questioning and mutual respect.

WGPPS recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none. We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social, and cultural development. At WGPPS we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

2. Principal Aim

The principal aim of RE at WGPPS is RE explores big questions about life, to find out what people believe and what difference this makes to how they live so that pupils can make sense of religion and worldviews, and reflect on their ideas and ways of living.

At FS1 and KS1, RE sits very firmly within the areas of personal, social, and emotional development and understanding of the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain, and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly to explain why they may be important in their own and other people's lives.

3. Religions taught at WGPPS

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism, and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms.

4–5s FS1 & FS2	Children will encounter Christianity and other faiths, as part of their growing sense of self, their community and their place within it.
5–7s Key Stage 1	Christians, Muslims, Jewish (depending on year group choice - Sikhism, Hindu and Buddhism can also be selected depending on choice)

Religious Education: long term plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	Diwali	Advent The First Christmas	Lent Chinese New Year	Ramadan Easter	Know some similarities and differences between different religious and cultural communities in this country.	
FS2	Unit 1 Why is the word God so important to Christians? (Creation)	Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Unit 3 Being special: where do we belong? (Thematic)	Unit 4 Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
Y1	Unit 7 Who do Christians say made the world? (Creation)	Unit 8 Why does Christmas matter to Christians? (Incarnation)	Unit 9 Who is Jewish and how do they live? (Judaism)	Unit 10 What do Christians believe God is like? (God)	Unit 11 What does it mean to belong to a faith community? (Thematic)	Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)
Y2	Unit 13 What is the good news Christians believe Jesus brings? (Gospel) that is the good news Christians believe Jesus brings. (Gospel)	Unit 14 What is the good news Christians believe Jesus brings? (Gospel)	Unit 15 Who is a Muslim and how do they live? (Part 1) (Islam)	Unit 16 Why does Easter matter to Christians? (Salvation)	Unit 17 Who is a Muslim and how do they live? (Part 2) (Islam)	Unit 18 What makes some places special to believers? (Thematic)

4. RE in FS1

At WGPPS the FS/EYFS curriculum learning is play-based with a child-centred approach. They encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories and make notes in their floor books. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. The children are encouraged to ask questions and reflect on their own feelings and experiences. They are encouraged to use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

The teaching of RE might come under the following:

- Creative play, make-believe, role play, dance and drama
- Dressing up and acting out scenes from stories, celebrations or festivals
- Making and eating festival food
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- Exploring authentic religious artefacts, including those designed for small children such as ‘soft toy’ artefacts or story books
- Seeing pictures, books and videos of places of worship and meeting believers in class · Listening to religious music
- Starting to introduce religious terminology
- Work on nature, growing and life cycles or harvest
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

Early Years Foundation Stage (EYFS)		Key Stage 1
FS1	FS2	Year 1 and upwards
RE is non-statutory, but teachers may choose to incorporate RE material into children’s activities if they choose to.	RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to this Agreed Syllabus for RE.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this Agreed Syllabus for RE.

5. RE in FS2

Non-statutory guidance for RE for all 4–5 year olds

There is an iterative approach in FS2 building on the quality of questioning, learning outcomes and content shown in the long-term plan.

6. RE in Year 1 and 2

Pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They use basic subject specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

7. Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the SACRE Agreed Syllabus.

8. Teaching and Learning Strategies

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to our chosen syllabus in a creative, knowledge-rich, broad and balanced way.

9. Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. We maintain an RE story shelf in the library, which offers many stories from different traditions. There is a range of RE 'big books' which can be used across the age range as well. A regular audit of resources takes place by the RE subject leader to update our collection. We encourage school families to donate appropriate artefacts for RE.

10. Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The NATRE/RE Today our chosen syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us. A folder of examples of pupils' work, which is designed to help teachers make judgments about attainment and progress, is available in the shared drive. The subject leader Jenny Taylor will coordinate the addition of pupils' work that provides clear evidence of progress and attainment. However, these are only examples and there does not need to be more examples that are useful. This approach to exemplifying standards aims to clarify our understanding of what makes for quality RE.

11. Visits and visitors

We are able to visit places of worship in the immediate vicinity of the school such as Wakefield Cathedral, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.

12. RE and British values (Taken from Wakefield Agreed Syllabus)

From September 2014, school inspection in England explores and judges the contribution schools make to actively promoting British values. RE can make a key educational contribution to pupils' explorations of British values, and excellent teaching of RE can enable pupils to learn to think for themselves about them.

Questions about whether social and moral values are best described as 'British values' or seen as more universal human values will continue to be debated (not least in the RE classroom!), but for teachers of RE, the subject offers opportunities to build an accurate knowledge-base about religions and beliefs about values. This in turn supports children and young people so that they can move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity. Values education and moral development are a part of a school's holistic mission to contribute to the wellbeing of each pupil and of all people within our communities.

The RE curriculum focuses on learning in some of these areas, but pupils' moral development is a whole-school issue.

Mutual tolerance

Schools do not accept intolerant attitudes to members of the community: attitudes that reject other people based on race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes

In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs and are challenged to be broad-minded and open-hearted.

Democracy

In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

13. The rule of law

In RE pupils examine different examples of codes for human life, including commandments, rules, or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

14. Individual liberty

In RE, pupils consider questions about identity, belonging, and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.