



# Wakefield Grammar Pre-Preparatory School

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**VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.**

## **CHANGE RECORD - REVIEW PERIOD ANNUALLY**

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	Aug 2022	Written, J Taylor
V1.01	Aug 2023	Reviewed, J Taylor

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# 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 Discovery 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 to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that 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.

At FS1 and KS1, RE sits very firmly within the areas of personal, social and emotional development and understanding 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 own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

Moving from KS1 to KS2, the threefold aim of RE elaborates the principal aim. 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 in order 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, Hindu, 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 own community and their place within it.
5–7s Key Stage 1	Christians, Muslims, Jewish (depending on year group choice)

Religious Education: long term plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1 Discovering	Believing		Expressing		Living	
	F3 Which places are special and why?		F5 Where do we belong?		F2 Which people are special and why?	
FS2 Discovering	F4 Which times are special and why?		F1 Which stories are special and why?		F6 What is special about our world and why?	
	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 commitments)	
Y1 Exploring	Who is a Christian and what do they believe?		What makes some places sacred? Christians, Muslims and/or Jewish people		What does it mean to belong to a faith community? Christians, Muslims and Jewish people	

<b>Y2 Exploring</b>	Who is a Muslim and what do they believe?	What can we learn from sacred books? Christians, Muslims and/or Jewish people	How and why do we celebrate special and sacred times? Christians, Jewish people and/or Muslims	How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people
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**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.

<b>Early Years Foundation Stage (EYFS)</b>		<b>Key Stage 1</b>
<b>FS1</b>	<b>FS2</b>	<b>Year 1 and upwards</b>
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 FS2 building on the quality of questioning, learning outcomes and content shown below.

<b>Strands:</b>	<b>Foundation Stage: Discovering the world</b>
<b>Believing</b>	<b>F1 Which stories are special and why?</b>
	<b>F2 Which people are special and why?</b>
<b>Expressing</b>	<b>F3 Which places are special and why?</b>
	<b>F4 Which times are special and why?</b>
<b>Living</b>	<b>F5 Where do we belong?</b>
	<b>F6 What is special about our world and why?</b>

## 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. Aims

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that 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. RE teaching and learning enable pupils to:

<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature,significance and impact of religions and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
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## End of key stage outcomes

RE should enable pupils to:

<p><b>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</b></p>	<p><b>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b></p>	<p><b>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</b></p>
<p><b>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b></p>	<p><b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b></p>	<p><b>C2. Find out about and respond with ideas to examples of co operation between people who are different.</b></p>
<p><b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b></p>	<p><b>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</b></p>	<p><b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b></p>

## 8. Religions and worldviews

During the key stage, pupils are taught the knowledge, skills and understanding through learning about **Christians and Muslims or Hindus/Buddhists people**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.



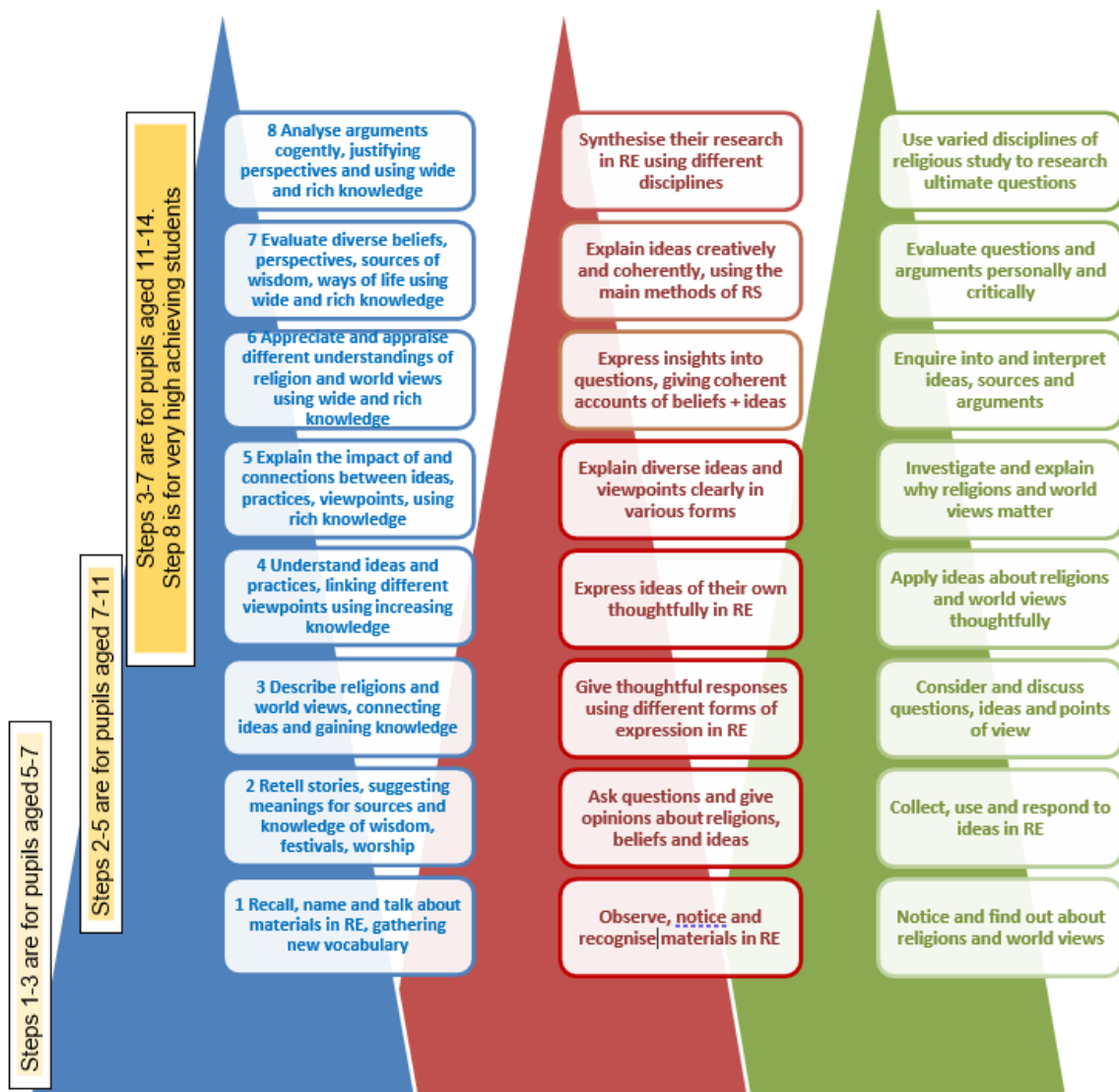
9. Key questions

<b>Believing</b> <b>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</b>	<b>Year group</b>
1.1 Who is a Christian and what do they believe?	Y1
1.2 Who is a Muslim and what do they believe?	Y2
1.3 Who is Jewish/Buddhists and what do they believe?	Y2
1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people	Y2
<b>Expressing</b> <b>(Religious and spiritual forms of expression; questions about identity and diversity)</b>	
1.5 What makes some places sacred? Christians, Muslims and/or Jewish people	Y1
1.6 How and why do we celebrate special and sacred times? Christians, Jewish people and/or Muslims	Y1 Y2
<b>Living</b> <b>(Religious practices and ways of living; questions about values and commitments)</b>	
1.7 What does it mean to belong to a faith community? Christians, Muslims and Jewish people	Y1
1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people	Y1 or Y2

## 10. Assessment

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:
<p><b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p>
<p><b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p>
<p><b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>
<p><b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>

<p><b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>	<p>Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities;</p>
<p><b>Express and communicate</b> B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Notice and respond sensitively to some similarities between different religions and world views;</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>	<p>Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;</p>
<p><b>Gain &amp; deploy skills:</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p>	<p>Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;</p>
<p><b>Gain &amp; deploy skills:</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different;</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p>	<p>Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views;</p>
<p><b>Gain &amp; deploy skills:</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p>



## 11. RE and British values (Taken from Wakefield Agreed Syllabus 2018-2023)

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 the purposes of teachers of RE, the subject offers opportunities to build an accurate

knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to 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 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 which reject other people on the basis of 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.

## **12. 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 own 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.

## **13. 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 within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.