



# ABBEY MEAD

## PRIMARY ACADEMY

### RE Policy

#### The 2014 National Curriculum /legal requirements

*The 2014 National Curriculum states (in Section 2):*

*Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

*All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.*

#### What is RE?

RE explores the big questions in life. We want children to find out what different people believe and the impact of their beliefs on day-to-day lives. RE teaching at Abbey will help children to reflect on their own beliefs and ways of living.

Through the teaching of RE, we can also ensure that children gain an understanding of British Values; such as tolerance of other faiths and recognising right from wrong. RE lessons will teach children to understand and be respectful of different groups, allowing them to integrate within the diversity of modern Britain.

RE at Abbey does not seek to convert or urge a particular belief on children but to allow them to understand the differences between faiths.

#### What do we want RE to be like at Abbey?

At Abbey, we want RE to be:

- challenging and inspiring
- fun
- multi-sensory. Learning will be completed through different media; such as, discussions, dance and drama as well as written work.
- practical. Where possible, teaching will be supplemented with trips to places of worship or visits from people from religious communities.

We want children

- to be able to describe and explain, with confidence, their personal ideas about religion, beliefs and spirituality.
- to understand that religion and beliefs are a personal choice and that they can form their own opinions over time.
- to be able to describe and be respectful of the differences between religions and secular views both at school and in the wider community.
- to be confident to ask questions
- to understand how they can make a positive impact on our community and the wider world

## Planning

- Assemblies are not part of the taught curriculum. They are in addition to allocated teaching time.
- In KS1 and KS2, RE is taught in clearly identifiable time. In FS2, teachers may integrate RE into continuous provision or teach stand-alone lessons.
- At Abbey, approximately 1 hour per week of RE will be taught. In FS2, some of this may be integrated into continuous provision.

At Abbey, long-term planning is based on the 'Leicestershire Agreed Syllabus' and 'An update supplement to the Agreed Syllabus 2009-2024'. This allows for progression across the whole school with clear units for year groups to follow. Alongside this, we are also using the 'Religious Education in Leicester City 2019-2024' as we want our curriculum to be centred around the context of our city. In Key Stage 1 and 2, this enables pupils to explore Judaism, Islam, Sikhism, Hinduism as well as Christianity in depth. It also encourages the consideration of secular world views so that they understand not all people follow a religion. Children are encouraged to see the similarities within the major religions and make connections to their own lives.

## **Foundation Stage**

Key questions are given below. These are taught alongside the festivals teaching which takes place throughout the year.

- Which stories are special and why?
- Which people are special and why?
- What places are special and why?
- What is special about our world?

## **Festivals**

Across the whole school, special times and festivals will be taught and celebrated.

This links to units across all key stages (What times are special? How and why do we celebrate special times? Why are festivals important to religious communities?). Each year group will have a different focus for each festival to ensure progression.

Celebration assemblies include all year groups across the school:

Foundation, Year 1 and 2 – Christmas show

Year 4 and 6- Diwali show

Year 3 and 5- Eid show

	<b>Religion</b>	Nursery	Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Harvest October</b>	Traditional /Christian	Sharing - How do we share things?	What is harvest? Harvest music	Saying thank you to God and to others.	Harvest poetry.	The parable of the good seed and seed collage	Charity – Why is it important to share what we have with others? Stone soup story or Feeding of the 5000	Is it still worth celebrating Harvest if we aren't farmers?	
<b>Diwali October/ November</b>	Hindu	What is Diwali? Diwali artwork	What is Diwali? Diwali songs	How do people prepare for Diwali?	Read story of Rama and Sita. Explore how the characters felt.	Who is your light?  <b>Diwali performance</b>	Does light conquer darkness? Good conquer evil?	Diwali for Sikhs	Compare symbolism of light in Diwali to other religions.

	Religion	Nursery	Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christmas <b>December</b>	Christian	Nursery Nativity story – role play	Foundation Nativity story Christmas music	Year 1 What happened when Jesus was born? What do you do on your birthday? How do you celebrate new babies?	Year 2 Angels visit Mary. Prediction of Jesus’ birth. How do you think they felt? Make angels pictures and retell message	Year 3 Visits of Shepherds and Epiphany – the wise men visit Jesus. Special gifts.	Year 4 Compare how different Christian sects celebrate Christmas. <i>And/or</i> Analyse the messages the writer wants to share in a Christmas carol.	Year 5 Is Christmas for Christians or for all of us? Look at some Christmas cards – Which are secular, which are religious? Identify the messages.	Year 6 Why is Christmas celebrated on 25 <sup>th</sup> December? Link to pre-Christian festivals e.g. Winter solstice & Saturnalia
Chinese New Year <b>January/Feb</b>	Chinese					How are the years named? Is it fair?			

	Religion	Nursery	Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lent <b>February/March</b>	Christian				General introduction - What is Lent? When does it start? How long is it?	What happens on Shrove Tuesday /pancake day.	Lent is a period for reflection and saying sorry. Why is it good to say sorry? What do	Does fasting make you a better person? (link to fasting in other religions)	

	Religion	Nursery	Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					(40 day period of reflection and preparation before Easter)		you need to say sorry for?		
<b>Mother's Day March</b>	Christian / traditional Mothering Sunday	<i>What does your Mum do for you? Why is she special? Mother's Day cards</i>							
<b>Easter March/April</b>	Christian	Easter eggs – Decorate an egg.	The Easter story. Order the key events.	Palm Sunday – Jesus entering Jerusalem. How was he welcomed? Compare to a modern celebrity or parades. Could make palm crosses	The symbolism of Easter  Christian - Cross, egg, lily, crown of thorns, nails, purple Non-Christian– bunny, chick	Last supper / Special foods	Maundy Thursday - Humility  Jesus as a servant king What does the Queen do on Maundy Thursday?	Judas betrays Jesus & Peter denies knowledge of Jesus.  How do you think Jesus felt? Why did they do this?	Resurrection - Is love stronger than death?
<b>Vaisakhi April</b>	Sikh	Celebrate Vaisakhi together – Bhangra dancing	What is Vaisakhi? Share the story of Vaisakhi and look at the 5Ks – articles of Sikh faith	What is Vaisakhi? Order the main events of the Vaisakhi story	Bravery How were the Panj Pyare (5 beloved ones) brave? Make links to personal experiences of being brave	How were the Panj Pyare baptised? What did this mean to them? Make links to Christian baptism	How is Vaisakhi celebrated? e.g. Processions/flag washing	How did people's thoughts and feelings change throughout the Vaisakhi events?	Tests of faith  How did Guru Gobind Singh test his followers' faith?

	Religion	Nursery	Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
									How else might faith be tested?
Eid-al-Fitr <b>May 2021</b>	Muslim	Islamic Art	Islamic Art	What happens in a Muslim household at Eid?	How could you help people who don't have enough to eat? (Charity links)	How do Ramadan and Eid-al-Fitr link to the 5 pillars of Islam?	Should all people be allowed a day off for their religious festivals?	<b>Eid performance</b>	Why is self-discipline important?



## **Right of withdrawal**

In the UK, parents still have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.