

Weaver Primary School
Religious Education Policy
2022-2023



Statement of intent

At Weaver Primary School, we believe that Religious Education plays a significant role in the development of pupils' spiritual, moral, social and cultural understanding. It is important for all our pupils to learn about and from religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain today. Through Religious Education, respect and open-mindedness towards others with different faiths and beliefs is encouraged, and pupils develop their own sense of identity and belonging through self-awareness and reflection. Teaching allows pupils to appreciate the way that religious beliefs shape life and behaviour, and it also plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our curriculum, which is aligned with the Cheshire East SACRE course, is designed to encourage creativity, imagination, enquiry, debate, discussion and independence where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

Implementation

We use the Agreed Syllabus for Religious Education developed by The Cheshire East SACRE (Standing Advisory Council for Religious Education) as the basis for our curriculum, although it is adapted for use at the Weaver. Lessons are taught in two-week blocks on rotation with Languages. Lessons are one morning session and then one afternoon session the following week, depending on the class teacher's PPA slot. Early Years Foundation Stage Religious Education teaching predominantly focusses on Christianity, moving onto Judaism and Christianity in Key Stage 1, with a half term's free choice enquiry into Buddhism. In Key Stage 2, pupils are taught from a two year rolling programme in years 3 and 4, and then another two year rolling programme in years 5 and 6. In years three and four, pupils are taught about Christianity, Judaism and Islam, plus an enquiry into Humanism for a half term. In Upper Key Stage 2, pupils learn about Hindu Dharma as well as deepening their knowledge of Christianity and Islam. Here at Weaver Primary School, no presumptions are made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links between home, school, and a faith community. St Mary's Church in Nantwich join us for collective worship regularly and we value the questions and discussions that arise from this.

Impact

The children at Weaver Primary School enjoy learning about other religions, and how following a religion, or not, can shape one's life. Through their Religious Education learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. We believe that Religious Education is invaluable in an ever changing and shrinking world. The curriculum is taught in such a way as to encourage pupils to ask questions and as a result of this, discussion forms a large part of our learning. Links are made between lessons and prior learning and wherever possible, links between different religions are made.

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Time allocation

Reception	Key Stage 1
Christianity 3 terms (Other enquiries that meet the ELG: People, Culture and Communities)	Christianity 4.5 terms Judaism 1 term Free choice 0.5 term (Buddhism)
Lower Key Stage 2	Upper Key Stage 2
Christianity 3 terms Judaism 1 term Free choice 0.5 term (Humanism)	Christianity 3 terms Islam 1 term Hindu Dharma 1 term Free choice 1 term (Sikhi)

Curriculum map

I can statements – End of Key Stage Statements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years & Key Stage 1						
Reception Christianity	I can talk about how Christians describe God e.g. as creator I can talk about who Christians say Jesus is e.g. say why I think he might be special.	I can retell a few key aspects of the Christmas story.	I can explain the Bible is the Christian's holy book. I can understand that the Bible tells stories that help Christians think about God and Jesus.	I can retell a few key aspects of the Easter story.	I can talk about some things Christians do in church.	I can begin to show curiosity and ask questions about Christian stories.
Year 1 Christianity	I can talk about who Christians say Jesus is e.g. called the Son of God; God made man.	I can recall the main events from the Christmas Bible stories linking these stories with Christianity.	I can identify at least 4 aspects of how Christians celebrate Christmas, explaining why it might be important to them.	I can recall the main events from the Easter Bible stories linking these stories with Christianity.	I can identify at least 4 aspects of how Christians celebrate Easter and Baptism explaining why each event might be important to them.	I can begin to show curiosity and ask questions about Christian stories.
Year 2 Christianity, Judaism & Buddhism (free choice)	I can explain the Bible is a Christian's holy book and identify different kinds of genre/writing.	I can recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians.	I can describe at least three things a minister / church leader might do.	I can identify the Torah is a holy book for Jews and how the rules in the Torah can guide a Jew in their lives. I can describe some of what happens at the synagogue and why Shabbat is important to Jews. I can describe at least three things a rabbi might do e.g.	I can begin to show curiosity and ask questions about Jewish stories. I can describe three key ways in which Jews celebrate. I can explain why at least one festival is important e.g. Hannukah.	I can begin to show curiosity about stories and places of worship in the Buddhist Community. I can raise and suggest answers to relevant questions e.g. How do Buddhists understand suffering. I can begin to talk thoughtfully

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				take part in a naming ceremony.		with respect to a range of spiritual questions e.g. Who do Buddhist people worship? How do Buddhists respect all living things?
Lower Key Stage 2						
Years 3&4 Year A – Christianity & Islam	I can explain Christians see God as 'three in one'	I can explain what Christians can learn about Jesus from the nativity stories, i.e. 'God with us 'Emmanuel'.	I can compare and contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians. I can describe and explain how Christians live their life as disciples.	I can explain how Muslims describe Allah, e.g. using 99 names. I can talk about how all Muslims believe Muhammad (pbuh) to be a 'messenger of God', (Prophet of God)	I can recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. I can recognise the Qur'an and identify it with Islam. I can explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).	I can make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. I can compare mosques. I can explain how Muslim organisations help people in need.
Year B – Christianity, Judaism & Humanism (free choice)	I can explain how the Bible is used in the local church by Christians for guidance, devotion and inspiration.	I can explain with reference to the creative arts how God has a salvation plan for humans.	I can describe and suggest reasons why Christians call Jesus 'Saviour' using references key texts studied, e.g. Creation; Christmas; The Story of Zacchaeus and Easter.	I can describe three ways in which Jews celebrate. I can explain why at least one festival is important e.g. Passover; Yom Kippur or Rosh Hashanah. I can explain the key events in a Jew's life and suggest why they are important to Jews.	I can explain at least 2 key aspects of the covenant God made with the Jews making reference to key texts. I can describe and explain why the Torah is important to Jews, e.g. given by God to Jews through Moses. I can identify ways in which the Jews show respect for the Torah.	I can compare and contrast Humanist ideas of God linking my ideas in with other religions studied. I can compare and contrast how humanist weddings are similar to and different from religious weddings.

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Upper Key Stage 2

<p>Years 5&6 Year A – Islam & Christianity</p>	<p>I can identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. I can explain how Muslims believe that Muhammad (pbuh) was the last and final prophet. I can understand Muslims believe that to have 'inner peace' with God humans must follow and submit to Allah's guidance and will. I can explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p>	<p>I can identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death. I can describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque. I can explain why the Qur'an is so important to Muslims. I can analyse how the main features of a mosque explain key Muslim beliefs.</p>	<p>I can explain the roles of Father, Son and Holy Spirit (Trinity) in the Christian view of God. I can describe why Christians say Jesus is the 'Son of God', the 'Christ' and both 'God and man'.</p>	<p>I can identify ways in which Christians believe the Old Testament prophecies speak about Jesus.</p>	<p>I can explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationships with God (sacrifice and reconciliation). I can suggest answers to questions that the resurrection of Jesus might raise.</p>	<p>I can identify ways that Christians believe God is with them; prayer; worship; peace in hard times</p>
<p>Year B – Hindu Dharma, Christianity & Sikh (free choice)</p>	<p>I can describe various forms of worship that happen in the Hindu temple, including Puja, use of sacred texts. I can outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu. I can identify key Hindu symbols and explain their meaning e.g. Aum, Swastika. I can describe how and suggest why Hindus</p>	<p>I can compare / contrast Hindu ways of welcoming a child with all religious / non-religious views previously studied. I can analyse and evaluate Hindi beliefs about reincarnation, vegetarianism and caring for the environment. I can compare and contrast Hindu ways of understanding family with other religious / non-religious views about family.</p>	<p>I can explain using key texts (e.g. parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' temptations; Parables of the Kingdom</p>	<p>I can describe how signs of salvation in a church reinforce the Christian idea of forgiveness. I can analyse how diverse expressions of Christian worship can reinforce faith & belief.</p>	<p>I can explain how different religions welcome babies, with a focus on Sikh, suggesting differences and similarities between them. I can compare and contrast different religions and non-religious ceremonies. I can explain why sources of authority are important to religions and link ideas to other sacred texts / non-religious teachings.</p>	<p>I can compare and contrast different ideas of God linking my ideas in with other nonreligious secular views and perspectives, with a focus on Sikh. I can ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. I can make simple connections between questions.</p>

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	celebrate Diwali and Holi.	I can explain the Hindu idea of 'Karma and how actions have consequences. I can compare and contrast with similar values found in other religious / non-religious viewpoints studied.			I can describe what religions can learn about God from stories.	beliefs and answers. I can raise relevant questions in response to material studied and suggest answers using reasons to support their views. I can make reflective links my own experiences and material studied.
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Christianity

Judaism

Buddhism

Islam

Humanism

Hindu Dharma

Sikhi