



Durweston CE VA Primary School

Religious Education Policy

Revised: May 2024

Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law.

Feed the mind, nurture the spirit, free the imagination!

Vision – the essential characteristics of religiously literate pupils

- A wide knowledge and understanding across a wide range of religions and beliefs
- An engagement with a range of questions about the meaning and significance of existence
- The ability to ask reflective and potentially challenging questions about religion that demonstrate an understanding of the issues related to the nature, truth and value of religion
- An understanding of how religious belief impacts upon values, practices and way of life
- Independent thinking – the ability to think for themselves and take initiative in asking questions, carrying out investigations, evaluating ideas and working constructively with others
- The ability to link the study of religion and belief to personal reflection meaning and purpose

Equality, Diversity and Inclusion

Our curriculum planning ensures regular, progressive access to RE for all children irrespective of gender, race, creed or disability. However

The right of Withdrawal from RE

At Durweston Primary school we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the head teacher first to discuss any concerns or anxieties they may have about the policy, provision and practice of religious education at Durweston Primary school.

Planning

Planning is based on two schemes: Understanding Christianity and Discovery. There is a two- year rolling programme for the Autumn and Spring terms. In the summer term, we have a three-year rolling programme to cover Judaism, Islam and Hinduism.

UC = Unit from Understanding Christianity Scheme of Work ; D = Unit from Discovery Scheme of Work

Year A	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Autumn 1 God/Creation (Harvest)	UC Why is the word "God so important to Christians?	UC What do Christians believe God is like?	UC What do Christians learn from the Creation story?	UC What is it like to follow God?	UC What does it mean if God is holy and loving?
Autumn 2 Incarnation (Christmas)	UC Why do Christians perform nativity plays at Christmas?	UC Why does Christmas matter to Christians?	D2 Why did God give Jesus to the world?	What is the Trinity? Digging deeper (from 2024)	UC Was Jesus the Messiah?
Spring 1 Gospel	D Why was Jesus celebrated like a King on Palm Sunday?	UC What is the good news that Jesus brings?	UC What is the Trinity?	UC What kind of world did Jesus want?	UC How can following God bring freedom and justice?
Spring 2 Salvation (Easter)	UC Why do Christians put a cross in an Easter Garden?	UC Why does Easter matter to Christians?	D2 Is it true that Jesus came back to life again?	UC Why do Christians call the day Jesus died Good Friday? dig deeper (Why do Christians remember the events of Holy Week every year?)	UC When Jesus left, what was the impact of Pentecost?
Summer 1	D What can we learn from stories?				
Summer 2	What makes places special?				

Year B	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Autumn 1 God/Creation (Harvest)	UC Why is the word "God so important to Christians?	UC Who made the world?	As above – dig deeper	UC What is it like to follow God? – dig deeper	UC Creation and science: conflicting or complementary
Autumn 2 Incarnation (Christmas)	UC Why do Christians perform nativity plays at Christmas?	D1 What gift would I have given Jesus?	D3 Has Christmas lost it's true meaning?	D4 What is the most significant part of the nativity story for Christians today?	UC What kind of king is Jesus?
Spring 1 Gospel	D Why was Jesus celebrated like a King on Palm Sunday?	D Was it always easy for Jesus to show friendship?	UC What is the Trinity? – Revisit	UC What kind of world did Jesus want? - dig deeper	UC What would Jesus do?
Spring 2 Salvation (Easter)	UC Why do Christians put a cross in an Easter Garden?	D1 Why was Jesus welcomed like a celebrity on Palm Sunday?	D3 What is good about Good Friday?	UC Why do Christians call the day Jesus died Good Friday?	UC What difference does the Resurrection make? (UC When Jesus left, what was the impact of Pentecost dig deeper? - after 2024)
Summer 1	D What can we learn from stories?				
Summer 2	What makes places special?				

Starfish to cover Diwali and Holi

Other faiths are studied on a 3 year rolling programme that covers Judaism, Islam and Hinduism. For this we use Discovery RE planning.

Summer 2023 - Islam; Summer 2024 - Hinduism; Summer 2025 - Judaism

Discovery - Judaism

	Discovery Unit	Enquiry	Learning Objective
EYFS	Summer 1	Why is the synagogue important to Jews?	Know that Jews worship in a synagogue
	DEYFS Summer 2	Hannukah What is the story of Hannukah?	We are learning to empathise with Jewish children by understanding how it feels to take part in Hannukah activities.
Dolphins and Seahorses	D1 Summer 1	Is Shabbat important to Jewish children? Are religious ceremonies important to people?	Remember that Jews worship in a synagogue Know the key features of Shabat and why it is important to Jewish people. Know what a mezuzah is and why it is important to Jewish people
	Summer 2	Does celebrating Hanukkah make Jewish children feel closer to God? Are religious ceremonies important to people? Are symbols better than words at expressing religious belief?	Know the story of Hanukkah and why the menorah is a symbol of Judaism. Know that the star of David is another symbol
Sharks and Porpoises	D4 Aut 1	How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people feel closer to God or their faith community?	Know that the Hebrew Bible is the holiest book for Jews and that the Torah is the first five books Remember what they learned about the synagogue and Shabat Understand why the temple in Jerusalem is a special place for Jews
	Spring 1	How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?	We are learning to understand how to celebrate Passover and how keeping Kashrut food laws help Jews show they value their special relationship with Him

Assemblies

Shabbat (Intro - synagogue and Torah) Rosh Hashanah (Sept) Yom Kippur, Sukkot, Simchat Torah (October) Hanukkah (December) Purim (March) Passover (April) Shavuot (May)

Discovery - Islam

	Discovery Unit	Enquiry	Learning Objective
EYFS	D2 Summer 1	Why is the mosque important to Muslims?	We are learning to understand why Muslim children visit the Mosque
		Eidd What is the story of Eidd?	We are learning to empathise with Muslim children by understanding how it feels to take part in Eidd activities.
Dolphins and Seahorses	D2 Spring 1	Does praying at regular intervals help a Muslim in everyday life? Who do I believe I am? Does it feel special to belong?	We are learning to explain what commitment means to us and to Muslims by knowing how Muslims pray 5 times a day Know that Mecca is the special place for Muslims
	Summer 1	Does going to the mosque give Muslims a sense of belonging? Who do I believe I am? Does it feel special to belong?	We are learning to understand why Muslims visit the Mosque and to explore whether this gives them a sense of belonging
Sharks and Porpoises	Summer 2	Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone?	We are learning what happens during Hajj and exploring the importance of this to Muslims. Know that Mohammed (p.b.u.h) is the special person for Islam Know that the Quran is the special book for the Qur'an and that Muslims believe it is the actual words of God.
Sharks and Porpoises	D6 Aut 1	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way (Five pillars of Islam)

Assemblies

Day of Ashura (Noah and Moses), Mawlid un Nabi (Birth of the Prophet), Lailat al Miraj (Night Journey of the Prophet), Lailat al Bara'ah (Forgiveness), Ramadan, Laylat al Qadr (Night of Power and gift of the Quran), Eid al Fitr, Hajj, Eid al Adha (Abraham and Isaac).

Discovery - Hinduism

	Units	Enquiry	Learning Objective
EYFS		<p>Why is the mandir important to Hindus?</p> <p>Diwali What is the story of Diwali?</p>	<p>Know that Hindus worship in a mandir and also at home</p> <p>Know the story of Diwali and that Rama is a special person for Hindus</p>
Dolphins and Seahorses	D3 Autumn 1	<p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p>	<p>Remember that Hindus worship in a mandir and also at home.</p> <p>Be able to retell the story of Diwali and know that Rama is a special person for Hindus</p>
	D3 Summer 1	<p>How can Brahman be everywhere and in everything?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p>	<p>Know that Hindus have many sacred texts.</p> <p>Know that the story of Diwali comes from the Ramayana</p>
	D3 Summer 2	<p>Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's lives?</p>	<p>Know that the River Ganges is a place of pilgrimage for Hindus</p>
Sharks and Porpoises	D5 Aut 1	<p>What is the best way for a Hindu to show commitment to God?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others</p>	<p>Know that Hindus worship at home as well as at the mandir (puja)</p> <p>Know most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly.</p> <p>Know that the Vedas tell Hindus how to live their lives</p> <p>Remember that the River Ganges is a place of pilgrimage for Hindus</p>
	D5 Spring 1	<p>How can Brahman be everywhere and in everything?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p>	<p>Know what Hindus believe about God</p> <p>Know about Brahman. Atman and the Trimurti</p>
	D5 Summer 1	<p>Do beliefs in karma, samsara and moksha help Hindus lead good lives?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p>	<p>Know that Hindus believe in reincarnation</p>

		Is it possible to hold religious beliefs without trying to make the world a better place?	
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Assemblies

Diwali,Holi, Raksha Bandhan

All RE work, apart from in Starfish, is recorded in a purple A4+ exercise book with plain pages. Any written work should be done on lined paper and stuck in neatly. RE books are handed up to the next class at the end of the year. Starfish have one class book in which the teacher sticks photos and relevant quotes from the children. Resources for other faiths are stored in labelled boxes in the loft.

Assessment

During each unit, the teacher constructs a knowledge map of the essential information (see Appendix 2). At the beginning of each lesson, low-stakes quizzing helps the children transfer this learning from working memory to long-term memory. Teacher Assessments are recorded termly on INSIGHT

Monitoring and review

The co-ordination of the RE curriculum is the responsibility of the Head teacher. Each term, planning will be monitored to make sure it follows the long-term plan and to support colleagues in their teaching. Each term, work in RE books will be scrutinized and at the end of the year, a Pupil survey (Appendix 2) will be carried out. RE will also be monitored by a member of the governing body. At the end of the year, the co-ordinator will write an action plan based on what they have found out through their monitoring activities.

This policy will be reviewed every four years.

May 2024 NB

Appendix 1 – Annual Pupil survey

What do you think about RE in your school?

1. What do you like learning about other people and their beliefs in life?	
2. What are some of the things you discuss in RE?	
3. What kind of important questions do you discuss in RE?	
4. How do you know what to do in your RE work?	
5. How often do you do act or do a play in RE? How often do you sing or use instruments in RE? How often do you paint or draw pictures in RE?	

<p>6. What interesting things did you learn from the last visitor in RE?</p>	
<p>7. How often do you go on visits, use artefacts or stories or art to explore ideas in RE?</p>	
<p>8. Do you get the chance to learn about people from around the world?</p>	
<p>9. What would make your RE learning even better?</p>	
<p>10. What else would you like to tell us about RE?</p>	

Appendix 1 – Example Knowledge map

Sharkla RE Autumn 2023 People of God

What is it like to follow God?

Abraham and Sarah's journey

Why did Abraham leave his home?

Why did he believe the angels (when Sarah laughed)?

* God - needs a capital letter for his name

⊗ believe

FAITH

you know what is right for me you keep your promises

COVENANTS

- ① You will be the father of a great nation
- ② This land will always belong to you and your family
- ③ I will make you descendants as many as the stars in the sky

