

Religious Education at The Mill Academy



Introduction

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development.

RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. RE has an important role in preparing pupils for adult life, employment and lifelong learning by enabling pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

At the Mill Academy we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils. They will gain a greater understanding of themselves and a more sympathetic awareness of the needs of others.

This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life. To promote the ideas of our school vision we believe that education in RE should be a child centred, exciting journey.

Children will learn to understand the world and their place in it, know that all members of the school community show respect and tolerance for others and develop a better cultural awareness.

Intent

Aims and objectives

- To develop knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain.
- To develop understanding of the ways in which beliefs influence people in their behaviour, practices and in their communities.
- To reflect on, deepen and clarify their own experiences, values and beliefs and those of others.
- To develop awareness of fundamental questions about life arising from human experience and how religious beliefs and practices can relate to them;
- To recognise the right of people to hold diverse beliefs and values and to develop positive attitudes of respect towards other people.

Implementation

Teaching and Learning

We follow the Barnsley local agreed syllabus supplemented by Understanding Christianity scheme of learning.

Understanding Christianity:

- develops children's own thinking and understanding of Christianity.
- explores the significant theological concepts within Christianity as part of developing pupils wider religious, theological and cultural literacy.
- supports teachers in developing their own knowledge and understanding of Christianity theology to be able to teach with confidence.

Understanding Christianity is centred around eight key concepts which are at the heart of the Christian belief. These are:

Understanding Christianity	Key concepts	God
		Creation
		The Fall
		People of God
		Incarnation
		Gospels
		Salvation
		Kingdom of God

These eight key concepts are explored through biblical texts- placing the texts and concepts within the wider bible story. The first four concepts focus on the Old Testament stories and the final four concepts, the New Testament. Each unit incorporates three elements: Making sense of the text, Digging Deeper and Making Connections

For pupils in the Early Years new Foundation Stage Programmes are integrated and more suited to their needs from the Revised Early Years Foundation Stage Document. RE is taught through stories, cross-curricular themes, RE topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

The Mill Academy uses a variety of teaching and learning to promote the learning in all lessons, including Religious Education. Teachers ensure that all children are given opportunity to fully develop their knowledge, skills and understanding during sessions and allow time for children to reflect on their personal beliefs. Teaching methods are stimulating and engaging, providing all students with access to religious education. Consideration is paid to different learning styles and the differing abilities of children so that all children make progress in their learning.

A range of teaching and learning strategies, which are effective for inclusive teaching of religious education, include:

- Visits to places of worship, museums and art galleries.
- The use of representatives from religious traditions as visitors to the class.
- The use of artefacts, big books, posters, videos, artwork.
- The use of picture or word cards for matching, classifying, prioritising, sequencing, etc.
- The use of art and craft to enable students to express their ideas.
- The use of drama, role play, gesture or dance.
- The use of music to create an atmosphere or for expression of ideas and emotions.
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

Key Stage 1

Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. Children in KS1 should have 30 hours of learning in Religious Education a year. This can be through a variety of forms including trips, assemblies and individual lessons.

Key Stage 2

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education. Children in KS2 should have 45 hours of teaching in RE. This can be through visits, assemblies and individual lessons.

At The Mill Academy we have strong links with the local places of worship and the staff at them. Visitors from St Mary's Church, Worsbrough are regular visitors to the school and often lead assemblies. We also have the opportunities for the visitors to lead class sessions which include Science and Faith, and Inspiration Lessons.

RELIGIOUS EDUCATION: PARENTS' RIGHT TO WITHDRAW THEIR CHILD

The law states that: If the parent asks that a pupil should be wholly or partly excused from receiving any religious education at the school, then the school must comply; As schools act in loco parentis, a school continues to be responsible for the supervision of any child withdrawn by its parents from RE unless the child is lawfully receiving religious education elsewhere; Withdrawal time should not be used to teach other curriculum areas e.g. additional mathematics sessions. Any arrangement must not incur any extra cost for the school.

How should a parent make the request?

All requests should be made to the headteacher;

A written record should be made of the request, any discussion and the outcome.

The request should be reviewed annually.

It is reasonable for the headteacher to explain the approach to religious education:

In Barnsley, community and voluntary controlled schools RE is inclusive and explores what it means to be human;

It is not indoctrinating or nurturing children in a faith or promoting any particular belief system;

RE makes a significant contribution to pupils' spiritual, moral, social and cultural development.

Six Key questions

Question 1

Why are these words special?

Sacred books

Question 2

Why are some places special?

Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages

Question 3

How can faith contribute to Community Cohesion?

Beliefs, ethics, family traditions and faith in the community

Question 4

Why are some times special?

Festivals and families

Question 5

What can be learned from the lives of significant people of faith?

Role models

Question 6

How do I and others feel about life and the universe around us?

Ultimate questions

Long Term overview of Religious Education at The Mill Academy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS – have opportunity to experience religious festivals and celebrations at appropriate times of the year through meaningful cross curricular activities and learning experiences.						
EYFS	Christianity	Christianity Diwali	Christianity	Christianity	Hinduism	Hinduism
Key Stage 1 – Explore the Christian faith and one other religion						
Year 1	Christianity	Christianity	Christianity	Christianity	Hinduism	Hinduism
Year 2	Christianity	Christianity	Christianity	Christianity	Hinduism	Hinduism
Key Stage 2 – Learn about the Christian faith and two other religions						
Year 3	Christianity	Christianity	Christianity	Christianity	Hinduism	Islam
Year 4	Christianity	Christianity	Christianity	Christianity	Hinduism	Islam
Year 5	Christianity	Christianity	Christianity	Christianity	Hinduism	Islam
Year 6	Christianity	Christianity	Christianity	Christianity	Hinduism	Islam

EYFS- Programme of Study

The EYFS of education begins from birth. Children may go to a number of settings during the EYFS from a child minder setting to a part-time or full time day care/educational setting. The last year of the EYFS is usually described as the R/F2 year, since most pupils are admitted to the reception class of an infant or primary school at some point during that year.

Religious education (RE) is statutory for 'all registered pupils at a school'. This includes all pupils registered on the school roll in reception classes (F2) but not those in nursery classes (F1) in maintained schools or in playgroups/child minder settings.

Although RE is not a legal requirement for much of the foundation stage, it forms a very valuable part of the educational experience of children throughout the key stage.

Experiences in Early Years should lay the foundations for future learning through the programmes of study in Key Stage 1.

The Curriculum Guidance for the EYFS (statutory from September 2008) sets out the expectations of what children should learn to meet the Early Learning Goals.

RE can contribute to all six areas of learning but most specifically in relation to the following:

Personal, social and emotional development ☐ Communication, language and literacy ☐

Knowledge and understanding of the world ☐ Creative development

The Barnsley Local Agreed Syllabus indicates how RE can contribute to the Early Learning Goals (refer to section 4.4) and illustrates how this may be achieved (refer to section 5.2).

It is recognised that young children's learning cannot be compartmentalised and that the starting point for children's learning should begin with the child, and should build on past experience, including experiences children bring from home.

3.4 Programme of Study for Key Stage 1

Throughout Key Stage 1 pupils explore the Christian faith and at least one other principal religion.

They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for

believers, especially for children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. Key Stage 1 emphasises exploration: finding out about religion and oneself.

Learning about religion: (AT1)

Pupils should be taught to:

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| <p>a Explore a range of religious stories and sacred writings, and talk about their meanings. They will find out about 'special words' from holy books.</p> <p>b Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. They will find out about special times, places of worship and some religious artefacts.</p> <p>c Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p> | <p>d Take note of some stories of faith leaders. They will find out how leaders can inspire us or teach us.</p> <p>e Explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses. They will find out how people express their faith or beliefs.</p> <p>f Identify and suggest meanings for religious symbols and begin to use a range of religious words. They will find out about why there are places of worship and how people express their faith with symbols.</p> |
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Learning from religion: (AT2)

Pupils should be taught to:

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|---|---|
| <p>a Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness. They will find out about how different people see the world.</p> <p>b Ask and respond imaginatively to puzzling questions, communicating their ideas. They will find out about big questions, and feelings and thoughts that go with them.</p> <p>c Identify what matters to them and others, including those with religious commitments, and communicate their responses. They will find out about how beliefs make a difference, and about faith in the local area.</p> | <p>d Reflect on how spiritual and moral values relate to their own values and behaviour, recognising that religious teachings and ideas make a difference to individuals, families and the local community. They will find out about their own responses to questions about life.</p> |
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Key Stage 1:

Breadth of study

During Key Stage 1 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

Religions and beliefs

- a Christian faith
- b at least one other principal religion
- c a religious community with a significant local presence, where appropriate
- d a secular point of view, where appropriate

Themes

- e **Believing:** what people believe about God, humanity and the natural world
- f **Story:** how and why some stories are sacred and important in religion
- g **Celebrations:** how and why celebrations are important in religion
- h **Symbols:** how and why symbols express religious meaning
- i **Leaders and teachers:** figures who have an influence on others locally, nationally and globally in religion
- j **Belonging:** where and how people belong and why belonging is important
- k **Myself:** who I am and my uniqueness as a person in a family and community

Experiences and opportunities

- l Visiting places of worship with a focus on symbols and feelings, and listening to and responding to visitors from local faith communities
- m Using all their senses in developing their knowledge, skills and understanding, and developing their creative talents and imagination through art, music, dance, drama and times of quiet reflection
- n Sharing their own beliefs, ideas and values and talking about their feelings and experiences
- o Beginning to use ICT to explore religious beliefs and practices in the local and wider community

3.5 Programme of Study for Key Stage 2

Throughout Key Stage 2 pupils learn about the Christian faith and at least two of the other principal religions, recognising the impact of religion locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between faiths

and the importance of dialogues between religions. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education. Key Stage 2 emphasises handling questions and making connections and links between religions and oneself.

Key Stage 2: Knowledge, Skills and Understanding

Learning about religion: (AT1)

Pupils should be taught to:

- a Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religion today.
- b Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. They handle questions about links between different religious beliefs, practices and ways of life.
- c Identify and begin to describe the similarities and differences within and between religions. Then make connections between different religious beliefs, festivals, worship and communities.
- d Investigate the significance of religion in the local, national and global communities. They handle questions about where faith is seen in the local community and the wider world.
- e Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith.
- f Describe and begin to understand religious and other responses to ultimate and ethical questions. They make links between life's big questions and the varied answers people suggest.
- g Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders.
- h Use and understand information about religions from a range of sources. They connect up what they learn in RE with the wider world.

Learning from religion: (AT2)

Pupils should be taught to:

- a Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging.
- b Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. They learn to handle questions about their commitments and those of others.
- c Discuss their own and others' views of religious truth and belief, expressing their own ideas. They learn to handle questions about life and the universe around them.
- d Reflect on ideas of right and wrong and their own and others' responses to them. They make simple connections between beliefs and behaviour.
- e Reflect on sources of inspiration in their own and others' lives. They make links between their own 'heroes' and key spiritual leaders.

Key Stage 2:

Breadth of study

During Key Stage 2 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

Religions and beliefs

- a Christian faith
- b at least two other principal religions
- c a religious community with a significant local presence, where appropriate
- d a secular point of view, where appropriate

Themes

- e **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives
- f **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- g **Worship, pilgrimage and sacred places:** where, how and why people worship, including worship at some particular sites
- h **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- i **Symbols and religious expression:** how religious and spiritual ideas are expressed
- j **Inspirational people:** figures from whom believers find inspiration
- k **Religion and the individual:** what is expected of a person in following a religion
- l **Religion, family and community:** how religious families and communities practise their faith, and the contribution this makes to local life

- m **Beliefs in action in the world:** how religions respond to global issues of human rights, fairness, social justice and the importance of the environment

Experiences and opportunities

- n Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- o Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- p Considering a range of human experiences and feelings
- q Expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts, and ICT
- r Developing the use of ICT, particularly in enhancing pupils' awareness of religions globally

Strategies to support children with SEN

At The Mill Academy, in RE, we use a number of evidence-based strategies to support children with SEN.

Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards, word mats, word banks
 - Visual aids, stories and pictures to support learning
 - Games/songs to support vocabulary learning.
 - Support in writing sentences eg, missing words rather than writing the whole sentence.
- All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought process in RE.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.
- Visual aids and concrete examples (where necessary) will be used to support learning.

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.
- Precision teaching to support children who require additional support.

Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording ideas and reasoning.
- Digital cameras or websites used to explore religious artefacts.

Impact

Monitoring and Evaluation

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader. The curriculum leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary. RE planning is collected for monitoring and a sample of books looked at regularly throughout the year. Resources are stored centrally for all staff to use. RE is assessed through a range of retrieval activities and end of unit tasks.

Books to support RE

<https://www.booksfortopics.com/booklists/re-topic-booklists/>



Sammy Spider - My First Sukkot



A Year full of Celebrations and Festivals



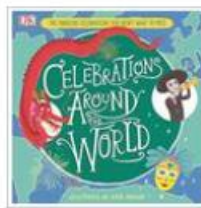
Sammy Spider - My First Rosh Hashanah



Holi



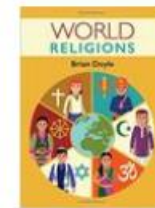
Sammy Spider - My first Sukkot



Celebrations around the World



99 Prayers for Children



World Religions



The Beginners Bible



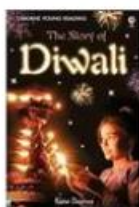
Rama and Sita. A story of Diwali



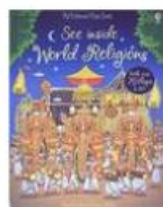
What do you celebrate?



Welcome to our World



The story of Diwali



See inside world Religions



The Usborne Children's Bible