



RE/SMSC School Policy
Appleton Primary School
2022/23

'Where we encourage independence of mind and a questioning spirit!'

Appleton Primary School

RE/SMSC Subject Policy 2022/23

Subjects at Appleton Primary School are taught through a themed, creative curriculum which promotes learning knowledge, as well as the development of subject specific skills. There is an emphasis on developing core skills in all subjects, especially reading, spelling, grammar, punctuation and presentation. These comprise of skills and attributes that are important for all children at Appleton Primary School to develop, in order to be effectively prepared for the next stage in their education and beyond.

RE at Appleton Primary School is taught in accordance with the locally Agreed Syllabus that has been agreed with SACRE. It is part of the basic curriculum at the school, as set out in the 2002 Education Act and the School Standards and Framework Act 1998. It must be taught to all pupils unless they have been withdrawn by their parents. The children and staff of the school predominantly come from Christian, Muslim or non-religious backgrounds and these will be respected at all times.

RE Intent:

At Appleton Primary School we strive to deliver a high-quality RE curriculum which allows our pupils to recognise the significance of religious and non-religious beliefs and worldviews in their everyday lives. We explicitly teach pupils the skills and knowledge they need to develop a mutual respect and understanding of/for all cultures and religions; gain the skills and maturity to make their own decisions and create their own values; challenge stereotypical views, racism and discrimination and to appreciate difference positively.

Our curriculum aims to ensure that all pupils develop religious literacy through:

- knowing about and understanding a range of religions and worldviews, and learning to see these through the disciplines of Theology, Philosophy and the Social sciences;
- expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them;
- gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social sciences to enhance learning about religions and different worldviews.

By the end of EYFS children will:

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Learn through exploration of faith and reflection of belief, culture and practice. They will learn from other views, cultures and beliefs to support the development of their own views and beliefs about themselves, their family and community. They will learn about other views, beliefs and cultures, supporting them to develop positive attitudes towards them.

By the end of Key Stage 1 children will:

Have explored Christianity and one other principal religion (Judaism) in some depth. They will explore beliefs, discuss sacred stories and festivals, find out about different ways and places of worship and find out how a person of faith lives their life. They will also ask, think and talk about Big Questions of meaning, purpose and truth.

By the end of Key Stage 2 children will:

Have explored Christianity and three other principal religions (Hinduism, Sikhism and Islam) in some depth. They will investigate the life and key teachings of significant religious people, investigate the significance of religious festivals and places of worship and explore the diversity of faith groups and their journeys in faith. They will explore issues of justice and freedom; religious teachings of forgiveness; the rules and traditions of different faiths and, the commitment of significant people of faith. They will also discuss ultimate questions and explore beliefs on how the universe began.

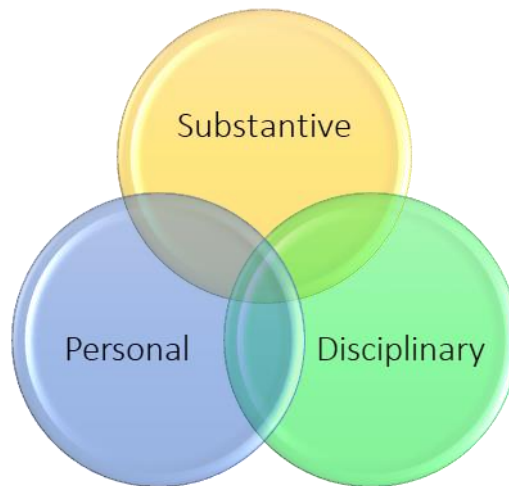
Implementation:

At Appleton Primary School our curriculum is based on the *Hull and East Riding Syllabus for RE*. This syllabus is led by key concepts alongside our curriculum key drivers (vocabulary, reading, PSHE and Fundamental Values). This approach provides pupils with opportunities to build a shared and consistent understanding. Units of learning are organised into a spiral curriculum to ensure the key disciplines are revisited regularly as pupils move through the school. This ensures each unit builds effectively on prior learning and ensures connections are made between different units to help children know more and remember more. This approach reflects the principles of curriculum coherence, with less content and an emphasis on establishing understanding of core concepts. There is an expectation that topics will be taught in a deeper way, using a multi-disciplinary approach, and paying attention to the big ideas which underpin learning. This approach provides children with the opportunity to develop 'powerful knowledge' about the religions and other worldviews they study, which helps to make them skilful and sophisticated interpreters of the world around them.

Domains of knowledge

At Appleton Primary School the RE syllabus provides pupils with an understanding of the following domains of knowledge:

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Substantive knowledge is the golden thread that runs throughout the curriculum and forms the content, building progressively to develop pupils' understanding of key concepts, second-order concepts and vocabulary.

Disciplinary knowledge - or being aware of different 'ways of knowing' – builds progressively and considers substantive knowledge through different academic disciplines. In line with (developing) practice across the country, pupils at Appleton Primary School will be introduced to some different ways to enquire about religion and worldviews throughout each key stage. To help pupils explore religions and worldviews through a balance of beliefs, ways of living and thoughtful, deep questions they will consider RE through an '*about believing*' lens (theological), an '*about living*' lens (social sciences) and a '*thinking about*' lens (*philosophical*). This approach will enable pupils to consider their own worldview as well as those of the different religious and non-religious groups and individuals they learn about.

Personal knowledge explores the development of personal worldviews and considers how positionality might be influenced by values, identity, perspective, bias, assumptions. Cultural capital, in terms of people, places, texts and lived experiences is also utilised in this domain.

At Appleton Primary School, pupils' learning is enhanced by engaging in varied experiences and opportunities, which include:

- using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their talents and imagination (i.e., Spirited Arts/Poetry);
- sharing their own beliefs, ideas and values and talking about their feelings and experiences; using IT to explore religions and beliefs as practised in the local community.
- visiting places of worship and focusing on symbols and feelings;
- listening and responding to visitors from local faith/secular communities.

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All children have access to the RE curriculum with work being tailored appropriately for children with SEND. Children will learn through similar activities, with final outcomes modified to suit all needs.

RE content being taught is evidenced in pupil books, class collaboration books and on Twitter from various workshops and RE trips. This will demonstrate the application of skills, modelled examples and will highlight key vocabulary.

Provision of SMSC

In RE, the **spiritual development** of children is shown by their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. They are also encouraged to use their imagination and creativity in their learning when practising mindfulness in Jigsaw.

In RE, the **moral development** of children is shown by their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. It is also demonstrated by their interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. They are also encouraged to understand the consequences of their behaviour and actions.

In RE, the **social development** of children is shown by their use of a range of social skills in different contexts, for example working and socialising with other children, including those from different religious, ethnic and socio-economic backgrounds. It is also demonstrated by their acceptance and engagement with the fundamental British values of *democracy*, the *rule of law*, *individual liberty* and *mutual respect* and *tolerance* of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

In RE, the **cultural development** of children is shown by their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. It is also demonstrated in their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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Impact:

At Appleton Primary School, the impact of learning is measured using Big Questions which help demonstrate what has been understood. This criterion is informed by the statutory **End of Key Stage Expectations** which describe the knowledge, skills and understanding expected of a pupil who has a secure understanding of what has been taught. Where learning is not secure, additional learning takes place to address this. Please see

RE – Non-negotiables:

- All staff to follow the key aims in the 2016, Agreed Syllabus for RE. Available online: <http://www.eriding.net/all-ages/religious-education/>
- KS1: teach 36 hours per year (60 mins per week approx./or block timetable). Key focus: Christianity and one other major faith, Judaism.
- KS2: teach 45 hours per year (75 mins per week approx./or block timetable). Key focus: Christianity and three other major faiths, Hinduism, Islam and Sikhism.
- Teaching and learning to be accessed through an enquiry-based model
- All children to take part in a range of educational visits/workshops to different places of worship, such as Hull Minster, Beverley Minster, The Hindu Temple, Pearson Park Mosque, The Buddhist Centre, The Jewish Orthodox Synagogue.
- Each classroom to display RE based on current unit of learning within each year group and/or key phase
- Whole school to take part in various fundraising events which support local/national charities, such as Children in Need; Red Nose Day; The Children's Society, linked to Christingle
- Whole school to take part in events which link SMSC with RE, such as: World Kindness Day; Mental Health Awareness Week; British Values; Anti-Bullying Week; Aspire Week
- Whole school to take part in key dates on the Christian Calendar: Harvest Festival; Remembrance Service etc.