



Windmill Hill Primary School

Windmill Hill is committed to lifelong learning within a caring environment.

Together we make a difference.”

Subject Information

Religious Education

The skills of a great Religious Education student:

Throughout the subject of Religious Education, our pupils will also demonstrate additional traits from our Windmill Hill Learner Profile including creative thinking, good communication and the ability to overcome personal barriers. They will listen to and respect the views of others, understand the importance of equality and be responsible members of the community. Finally, they will recognise what healthy and positive friendships and relationships look like.

Our vision for Religious Education:

At Windmill Hill Primary, we are passionate about Religious Education lessons giving children the opportunity to think for themselves, share their own viewpoint, belief or argument and give a reason for this view. Our aim is to move beyond knowledge rich sessions and ensure that children are provided with the chance to make meaningful links and apply the learning from R.E. lessons to their own life and the world today.

Religious Education at Windmill Hill:

The following strategies and aims underpin the effective delivery of Religious Education at Windmill Hill Primary School.

- Religious education will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of key theological ideas and their application to life.
- Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.
- Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose.
- Offer the children a sense of self-worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

The context of RE

Throughout our primary school, Religious Education is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. As a primary school, Religious Education is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. This is an ambitious curriculum and outlines the curriculum intent and methods of implementation that will enable every pupil at Windmill Hill to achieve well and attain high level outcomes by the end of each key stage. The curriculum is taught from Reception to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

The syllabus aims to support the children's personal search for meaning as they explore what it means to be human. It follows the Lancashire' **Field of Enquiry**' medium term planning model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. It is rooted in disciplinary knowledge based in theology, social sciences and philosophy.

At Windmill Hill Primary School, we recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school, we maintain that teaching about religions and worldviews should be sufficiently fair, balanced and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the

role of families and religious or belief organisations in transmitting values to successive generations.

Purpose and Aims of Religious Education

At Windmill Hill Primary, we believe that studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. The children need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society' (RE Review 2013).

Religious Education 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. The children learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

The children are encouraged to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.

Our curriculum for Religious Education aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence



individuals and communities;

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- appreciate and appraise varied dimensions of religion or a worldview.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Curriculum Structure and Implementation

Throughout the school year, we will teach the children Christianity, Islam, Judaism, Hinduism and Sikhism. The children will learn this through focusing on a key question each term which will open their minds to thinking deeper.

This syllabus, approved in line with the law by the Agreed Syllabus Conference, SACRE and the Local Authority, explains all the requirements for the RE curriculum. Religious education taught in our school (according to the Lancashire Agreed Syllabus Religious Education, revised 2016):

- is open and objective, it does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another
- endeavours to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- recognises similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.

At Windmill Hill, we follow eight main principles for teaching RE;

- Respect each other
- Value reason-giving
- Practise reciprocity

- Value self-awareness
- Be open
- Promote fair and accurate representation
- Model life-long learning
- Promote balance

We begin teaching a unit of RE based around a focus question. This is then investigated through focus sessions following a specific order. The field enquiry needs to be carried out in the following order; Shared Human Experience, Beliefs and Values, Living Religious Traditions and Search for Personal Meaning.

Lancashire SACRE continues to work with teachers in improving the quality of teaching and learning of RE by providing training, and publishing updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies.

Equal Opportunities

Religious Education is taught in accordance with our school's Equality Opportunity Policy. Stereotypes are avoided. Attempts are made to ensure that examples of religious figures reflect all aspects of diversity within society.

Pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values.

Links with other subjects

Although Religious Education is taught as a **separate subject discipline**, opportunities arise in lessons for children to **apply skills** from other subject areas. For example in English, art, drama, computing, technology. This ensures that the curriculum is taught in a creative and engaging manner as well as being knowledge rich and ambitious.



Monitoring & Evaluation

Standard self-evaluation procedures are used to monitor and evaluate pupil achievement, the quality of teaching and the effectiveness of curriculum provision in Religious Education.

The subject leader will maintain a clear overview of the intent, implementation and impact of Religious Education through planned monitoring tasks included with the school's overall monitoring schedule. This might involve reporting to SLT and Governors to support their evaluation and contributing to the school's 'self-evaluation' in preparation for the next Ofsted inspection.

It is the statutory duty of the governing body to ensure that:

- Religious Education is included in the basic curriculum and that the school meets its statutory duties.
- Sufficient time and resources are devoted to Religious Education to provide a curriculum of quality.

Withdrawal

We note the Human Right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Visitors and visits to places of worship

We enrich the curriculum by organising visits to places of worship. Faith leaders and other members of the community are also invited when appropriate to contribute to learning in the classroom as an additional valued resource.

The RE subject leader supports class teachers to organise these educational visit

At the end of Key Stage 1

- I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
- I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.
- I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- I can tell you different ways of expressing identity and belonging.



- I notice and respond sensitively to some similarities between different religions and worldviews.
- I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.
- I can find out about and respond with ideas to examples of co-operation between people who are different.
- I can find out about questions of right and wrong and begin to express my own ideas and opinions.
- I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might mean.

At the end of Key Stage 2

- I can describe and make connections between different features of religious and non-religious worldviews, discovering more about celebrations, worship, pilgrimages and rituals which mark important points in life.
- I can describe and understand links between stories and other aspects of the communities, responding thoughtfully to a range of sources of wisdom, beliefs and teachings that arise from different communities.
- I can explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning.
- I can observe and understand varied examples of religious and non-religious worldviews and explain their meanings and significance to individuals and communities.
- I can understand the challenges of commitment to a community of faith or belief, suggesting why belonging may be valuable, both in the communities being studied and my own life.
- I can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.
- I can discuss and present my own and others' views on challenging questions about belonging, meaning, purpose and truth, in different forms including, for example, reasoning, music, art and poetry.
- I can consider the ways in which diverse communities live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- I can discuss my own and others' ideas about what is right and wrong and what is just and fair, and express them clearly in response.



Useful Links

- <https://windmillhill.school/wp-content/uploads/2022/09/RE-Long-Term-Plan.pdf>
- [RE Overview and Key Questions - YR - Y6](#)
- <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>
- <https://www.bbc.co.uk/bitesize/subjects/zxnygk7>
- <https://www.bbc.co.uk/bitesize/subjects/z7hs34j>

"RE gets to the heart of what it means to be human, to live and to be part of this amazing and wonderful planet."

Louise Hutton and Dawn Cox