



RE & ETHICS

POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Religion, Philosophy & Ethics curriculum is designed to sequence learning and embed the key skills that are required to develop curious students. There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the Sheffield syllabus. This document provides a framework, which will maximise the strengths of individual teachers and ensure that pupil's receive a high level education in 'Religion, Ethics and Philosophy'. It reflects the needs of pupils in our Trust and also the statutory orders stated in the National Curriculum. Adhering to this, we have selected the Sheffield syllabus for RE, and all our teaching and learning will be focused on this document.

In line with The National Curriculum, our school 'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.'

We believe that Religion, Philosophy & Ethics helps to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people and resources.

HOW WE INTEND TO REMOVE BARRIERS

In RE we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to Religion, Philosophy & Ethics studies as well as researching independently. Pupils take part in learning opportunities with a range of texts showing the diversity of culture, faith and race for reading and writing. These will develop from being supported to independent.

NUMERACY

Throughout each year of the curriculum students work chronologically to create timelines and order events. Where appropriate religious festivals and events will be recognised and celebrated throughout the year.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Students discuss and embrace Religion, Philosophy & Ethics related language and staff will direct students towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key religious vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring pupils are presented with a variety of experiences and learning opportunities in order to be able to respect and appreciate a range of faiths and non- faiths. They are encouraged to think critically and form tolerant opinions.

The skills for learning process within the Religion, Philosophy & Ethics curriculum both reinforces the key skills and helps our students to know, remember and be able to do more at each stage of the curriculum. Therefore becoming more positive and developing a rounded world view. Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Religion, Philosophy & Ethics our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Religion, Philosophy & Ethics exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to demonstrate empathy, tolerance, understanding, aspiration and respect so they are encouraged to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

How we intend to enrich student experiences and broaden the horizons of students Religion, Philosophy & Ethics is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Where possible Religion, Philosophy & Ethic is planned as a discrete subject.



		EYFS	KS1	LKS2	UKS2
SKILLS & KNOWLEDGE	Celebrations/ festivals	I can listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments. I can listen to songs, music and watch dances from a variety of cultural traditions. I know how to respond to significant experiences showing a range of feelings where appropriate. I know how to respond in a variety of ways to what I see, hear, smell, touch and taste.	I know how to explore stories and celebrations of Easter and Eid ul Fitr, finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals. I know how to find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals, or by Muslim Zakat charitable giving and in generosity to those in need). I know how to notice and talk about the fact that people come from different religions.	I know how to learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. I know how to reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all. I know how to make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.	I know how to compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities. I know how to consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? I know how to explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists including celebrations and festivals, using a range of sources of wisdom.
	Myself	I have a developing awareness of my needs, views and feelings and be sensitive to those of others. I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to understand that I need to treat others, needs, views, cultures and beliefs with respect. I know how to show sensitivity to others' needs and feelings to form positive relationships.	I know how to express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected? Can hear three moral stories, for example from Christians, Muslims and humanists. I know how to notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? I know how to ask questions about goodness, and create simple sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean.	I know how to apply ideas of my own by giving reasons for their views about how leaders can provide wisdom and inspiration.	I know how to discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? I know how to learn from examples of Christian practice and consider the challenges of trying to live a good life.
	Religious stories	I know how to listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. I know how to develop my own narratives in relation to stories I hear from different communities. I know how to answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities.	I know how to retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers. The Lost Coin. I know how to compare the stories and think about what Christians today learn from the stories. I know how to respond to stories about Jesus, such as the nativity, the Baptism of Jesus, a parable such as the Lost Sheep, a miracle story such as the healing of a blind person. I know how to talk about Islamic stories such as, the 'Prophet and the Ants' and the story of 'The Crying Camel', showing that no matter how small or large animals are they are all important to God and need to be cared for. I know how to identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come. I know how to ask and answer 'who', 'when', 'where', 'how' 'what if...' and 'why' questions about religious stories.	I know how to describe and understand the link between the Bible story of creation and other theories of creation. I know how to experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious stories. I know how to discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity?	I know how to compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities. I know how to consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. I know how to respond thoughtfully to the ideas found in the texts with ideas of my own. I know how to learn about devotion and commitment in Christianity. I know how to consider why Christians celebrate Jesus' birth: what is the meaning of Christmas.
	Places and Symbols	I know how to begin to know about my own cultures and beliefs and those of other people. I know how to talk about similarities and differences between myself and others, among families, communities and traditions.	I know how to learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church, mosque or synagogue using digital photographs. I know how to find out about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols. I know how to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock. I can use exciting photographs or works of art to stimulate my questions.	I know how to find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups. I know how to find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities.	I know how to relate the meanings of symbols and actions used in worship to events and teachings from the religions they study. I know how to pursue an enquiry into local places of worship and beliefs about worship. (The methods of philosophy for children can be used effectively here.)
	Significant People	I can explore, observe and find out about people, places and objects that matter in different cultures and beliefs. I know how to use a wide range of books, poems and other written materials to ignite their interest.	I can give a reason why something/someone is important to me. I can hear and retell three moral stories of key leaders, for example from Christians, Muslims and a non-religious story. I can talk about how leaders make a difference to our lives. I can choose my favourite 'wise sayings' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them.	I can say what/who inspires me and how this influences me. I can describe the lives of some inspirational spiritual and leaders from the modern world. I can understand how key leaders can be sources of wisdom for religious believers. I can apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration.	I can describe how sources of inspiration and influence can make a difference to myself and others. I can respond thoughtfully to a range of sources (religious leaders) of wisdom and to beliefs and teachings that arise from them in different religions. I can explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom.
	Belonging	I can begin to know about their own cultures and beliefs and those of other people.	I can discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all. I can make lists of the different groups to which they belong and consider the ways these contribute to human happiness. I can express creatively (e.g. in art, poetry or calligraphy) their own ideas and responses to questions such as: Who is a Muslim? What is a religion? Who am I? Where do I belong? How can we all get along well?	I can express and communicate my understanding of the challenges of commitment for a Christian person and a Christian community considering 'What difference does believing in Jesus mean to Christians?'	I can use detailed understanding of religious practises such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion. I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair? How do we know what is good? Can we learn from Christian practise?
	Believing	I can begin to know about their own cultures and beliefs and those of other people. I understand that I need to treat others needs, views, cultures and beliefs with respect.	I know about praying in many different ways. I know how to choose between different examples of simple prayers which I think are wise. I know how to talk about what makes the prayers wise, and find out about how and why people pray in different religions. I can think and write creatively and thoughtfully about prayer. I can use key words (e.g. holy, sacred, scripture, festival, symbol, Christian, Muslim, Jew) to present simple ideas about 2 or 3 different religions about which they have learned, perhaps in a collaborative classroom display, class book or in assemblies.	I can express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. I can consider: what difference does believing in Jesus make to Christians? I know how to find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together.	I understand how people can be spiritual in their worship. I can understand and explain how and why Muslims and Jews pray. I can investigate the meaning of prayer in these communities, considering questions about who prays and why some people believe God answers their prayers. I can consider the values expressed in prayers for myself, connecting ideas from different religions.