

Land of Learning Nursery and Primary School RE Policy

Date	Review Date	Coordinator	Nominated Committee Member
Nov 2023	Annually	Mrs Salloo	ALL

RE at Land of Learning encourages pupils to learn from different religions, beliefs, values and traditions, while deeply exploring their own beliefs and questions of meaning.

Our Islamic Ethos encompasses all aspects of life, whether that be in school or in general; children and adults are encouraged to treat others with kindness, consideration and respect. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses in a productive manner. It offers ample opportunity for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities, cultures and society as a whole.

This is done particularly by instilling within them the reality of the actual impact of Islam/religion in a person's life; how it is not merely confined to a few worships or practices nor is it something to be practiced upon only in certain places or at certain times, rather it is a way of life which affects an individual at every juncture of his life.

RE encourages pupils to further develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community.

RE plays a crucial role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity towards others, in particular those whose faiths and beliefs are different from their own. It promotes respect when dealing with people from all walks of life and enables pupils to combat prejudice.

Islam touches upon all aspects of Land of Learning's curriculum and thus guidance is available for introducing all relevant concepts; for example, a unit exploring Muslims' contribution to inventions.

At Land of Learning we look upon each and every student as a potential pillar of Islam. The seeds we plant in their hearts today have the potential to germinate years or even decades later. We firmly believe that through our whole school curriculum we can achieve the results to instil the correct Islam in the lives of all of our students.

Furthermore, pupils will be made to understand how religion is fully compatible with living in a multicultural Leicester and a secular England. Elements from citizenship and R.E. shall thus be incorporated where-ever appropriate, enabling

our children to be confident and excellent ambassadors in interacting with non-Muslims and thus impacting society positively as a whole.

1. Intent

1.1 Religious education enables children to investigate and reflect upon some of the most fundamental questions commonly asked by people.

At Land of Learning we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge of Islam and other world religions.

Children reflect upon what it means to have a faith and are able develop their own spiritual knowledge and understanding. We help the children learn from religions, while learning about them.

1.2 The aims of religious education are to help children:

- develop a full awareness of spiritual and moral issues in life experiences;
- develop a sound knowledge and understanding of Islam and other major world religions and value systems found in Britain;
- develop the correct understanding of what it means to be committed to a religion and its traditions;
- be able to reflect on their own experiences and develop personal responses to the fundamental questions of life;
- develop an understanding of religious traditions and appreciate the cultural differences in Britain and the world today;
- develop investigation and research skills and enable themselves to make reasoned judgements about religious issues;
- have respect for other peoples' views and accept and celebrate diversity in society.

Implementation

2.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them personally. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to form their own views and values in relation to the themes and topics studied in the RE curriculum.

2.2 Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals such as Ramadan, Lent, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

2.3 Children carry out research on religious topics. They study particular religions and also compare the religious views of different faith groups on topics such as rites of passage and festivals. Children discuss religious and moral issues using computers and working individually or in groups.

2.4 We recognise the fact that all classes in our school have children of widely differing abilities, and as such we accordingly provide suitable learning opportunities for all children. This is done by ensuring that the challenge of the task is in conformity to the ability of each child in question. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a wide range and variety of responses;
- setting tasks with differing levels of difficulty (children are only expected to complete tasks according to their ability);
- placing the children in separate groups in the classroom according to their natural ability and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

3. Curriculum planning in religious education

3.1 We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to fully develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

3.2 We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage.

3.3 Our medium-term plans give details of each unit of work for each term.

3.4 The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. She keeps these individual plans and often discusses them on an informal basis with the RE subject leader.

4. Foundation Stage

4.1 We teach religious education to all children in the school, including those in F2.

4.2 In Foundation classes, religious education is an integral part of the EYFS curriculum. RE topics covered throughout the year are outlined in the long term plan and taught weekly within the Foundation classes through PSED lesson.

5. Contribution of religious education to the teaching of other subjects

5.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

5.2 Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as Forgiveness, Justice and Religious Freedom. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance, understanding and respect of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

5.3. Spiritual, moral, social and cultural development.

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and in so doing, they develop their knowledge and understanding of the cultural context of their own lives. We promote and ensure children are fully aware of Fundamental British Values; democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs". Examples of ensuring this is achieved are:

- Include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

6. Teaching religious education to children with special educational needs

6.1 At our school we teach religious education to all children, regardless of their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make sufficient progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's accomplishments and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is adequately matched to the child's needs and enables every child to gradually increase their progress.

7. Impact

7.1 We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark each piece of work upon completion and we comment as necessary. Upon completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit. We record the attainment grades in our assessment files, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing relevant information on to the next teacher at the end of the year.

8. Monitoring and review

8.1 The RE subject lead is responsible for monitoring the standards of the children's work and their progress and the quality of the teaching in religious education. She is also responsible for supporting colleagues in the teaching of religious education, for being informed about current and on-going developments in the subject, and for providing a clear, strategic lead and direction for the subject in the school. The R.E. subject leader presents the head-teacher with an annual action plan that evaluates the strengths and weaknesses of the subject and underlines what action, if any is required.

She has specifically allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe the quality of the teaching in the subject.

Curriculum Overview – Religious Education

Islamic Studies Curriculum Overview

Our Islamic Studies curriculum encompasses five core areas, carefully designed to engage students in a progressive and systematic learning experience within a British educational context. These areas of study are as follows:

Beliefs and Dogmas (Aqeedah)

Nature and Philosophy of Islamic Rituals (Ibadat)

Life of the Prophet (Seerah)

Islamic History (The Four Khalifs, Biographies of the Lives of the Sahabas, and Muslim Civilizations)

Morals, Social Ethics, and Islamic Spiritualism (Aadaab and Akhlaaq)

This curriculum draws inspiration from traditional Islamic teaching methodologies while incorporating modern educational approaches.

Reception (F2)

The F2 stage is where we introduce children to their learning environment. We initiate their understanding of Tawheed (Oneness of God) by exploring their own bodies and nurturing their curiosity about the world around them. We build their religious vocabulary and engage them with stories about Prophets, fostering their love for the Prophet and good character. Visual and auditory aids, teamwork, play, and motor skills development are essential components of this stage. The RE lessons are taught in line with the topics being taught in class by emphasising the religious Islamic aspects of the topic.

Year 1

Year one focuses on nurturing two fundamental skills: learning and self-development. The primary goal is to impart foundational knowledge of Tawhid, Seerah, Adab and Akhlaaq, and Ibadat. While this knowledge is fact-based, it also helps develop systematic learning skills. Activities such as mix and match, flash cards, drawings, and games are used to reinforce their understanding. The importance of Akhlaaq and Aadaab is conveyed through stories of the Sahabas and role-playing exercises. The children will cover topics about caring for others, gifts and giving, seerah, prophets and important places of worship.

Year 2

In Year two, students delve deeper into their lessons. Storytelling and connecting with the experiences of Prophets and Sahaba continue to play a central role in their learning. The curriculum places a primary focus on Aqeedah, examining the lives of Prophets, from which students extract lessons in love, trust, obedience, and other essential virtues. To help facilitate this the children will cover the topics of rules and routines, celebrations, seerah, prophets and famous Islamic landmarks.

Year 3

Year three marks an important educational transition, where students become more aware of themselves and their surroundings. The curriculum adopts a cross-

curricular approach, allowing students to integrate their secular knowledge with an Islamic ethos. The main content of this year includes a deeper exploration of faith concepts, an in-depth look at the Prophet's biography, Hadhrat Isa a.s. and the importance of places of worship.

Year 4

The objective of Year 4 is to build upon the learning and development of Year 3. Students are encouraged to analyse and apply their cognitive skills. They are also given the opportunity to begin discovering knowledge. Key topics include the concept of people of faith, food and fasting, seerah, introduction to Islamic history looking at the four Caliphs.

Year 5

Year 5 prepares students for self-directed learning, equipping them for secondary education. The emphasis shifts to students researching and acquiring information from a variety of sources. The educational skills developed over the years are synthesized through revision and in-depth analysis of Islamic subjects. They will explore the concept of worship, forgiveness, seerah and Islamic history.

Year 6

Year 6 represents the culmination of the curriculum, aimed at solidifying the previous year's development. Students are expected to remember, understand, apply, analyse, and evaluate Islamic issues from the syllabus, preparing them for secondary school and wider societal interactions. Aqeedah is explored in-depth through discussions on creation and creation stories, freedom, and justice and through seerah.