

**Believe  
You  
Can**

# **Religious Education Policy**



The **OliveTree**  
Primary School

## Document Control

<b>This document has been approved for operation at The Olive Tree Primary School</b>	
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Through our vision,

*'The Olive Tree Primary School aims to provide its pupils with a broad, balanced and stimulating curriculum\* set within a caring and secure environment in which each member of the school community is valued, shown respect and encouraged to fulfil their potential.'*

\*The 'curriculum' is all the planned activities that The Olive Tree Primary School organises in order to promote learning and personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage (EYFS) Framework and the National Curriculum for Key Stages One and Two (KS1 and KS2), but also the range of extra-curricular activities that the school organises in order to enrich the experience of its pupils. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

### Curriculum Intent

Religious education (RE) has a unique place as a central subject in the curriculum of The Olive Tree Primary School. Thus, as our pupils progress through the early years foundation stage (EYFS) and on to key stages 1 and 2, we ensure a progressive and sequential focus on learning RE to support pupils':

- knowledge acquisition;
- language development, and
- digital literacy and intelligence.

In doing so, our RE curriculum is intended to:

- engage pupils in enquiring into and exploring questions relating to the study of religion and belief, in order to support their personal, spiritual, moral, social and cultural development. This is done in accordance with the tenets of the school's specified religion / religious denomination: Islam;
- provide pupils with knowledge and understanding of Islam, Christianity, Judaism and other religious beliefs represented in Great Britain;
- develop pupils' understanding of the ways in which beliefs within different religions influence people in their behaviour, practices and outlook;
- enable pupils to understand the insights of the principal religious traditions whilst making comparisons to Islam;
- encourage pupils to develop a positive attitude towards other people who hold religious beliefs different to their own - as per the British values of tolerance and mutual respect - through an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Religious Education is a statutory subject of the curriculum for all pupils in each year group and the school's funding agreement stipulates that it '*should be provided for all registered pupils except those withdrawn at the request of their parents.*' In doing so, there is a statutory requirement for the school to:

- promote fundamental British values (which includes respect and tolerance of different faiths and beliefs);
- not teach anything in the RE syllabus which is contrary to established scientific and/or historical evidence and explanations.

### Curriculum implementation

In order to ensure the school's RE curriculum is progressive and well-sequenced, it is purposefully organised into three main strands, namely:

- **Making sense** of the beliefs being studied from different religions;
- **Understanding the impact** and significance of religious and non-religious beliefs to those that follow those beliefs;
- **Making connections** between religious and non-religious beliefs, concepts, practices and ideas studied.

The school's Islamic curriculum is further organised into seven areas, as follows:

- **Fiqh**: Understand of Islamic practices
- **Ahadiith (Ahaa-deeth)**: Teachings of the Prophet (Peace Be Upon Him) (taught through collective worship)
- **Sirah (See-rah)**: Life of the last prophet (Peace be upon him)
- **Tarikh (Taa-reekh)**: Islamic history
- **Aqa'id (Aqaa-id)**: Islamic beliefs
- **Akhlaq (Akh-laaq)**: Beliefs (Introduced in Relationships and Health Education)
- **Adab (Aadaab)**: Manners/Character (introduced in Arabic)

These strands are shown as units of study on the school's long-term overview for RE – **see appendix 1**.

These units are supported through supplementary materials from the An-Naseehah scheme of work and the Bolton agreed syllabus for religious education. We do not use any other schemes of work to support the teaching of RE.

RE is taught on a weekly basis through timetabled lessons. On occasion, it may also be taught as a whole-school RE-themed day. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate. Interactive and practical activities are enhanced through the use of technology and children are encouraged to discuss their ideas and extend their understanding of the concepts being taught.

## **Collective worship**

As the pupils at The Olive Tree are predominantly Muslim, the school has received a Determination from SACRE (Standing Advisory Council for Religious Education) which states that it is inappropriate for the requirements of the Education Reform Act, 1988 for collective worship to be 'wholly or mainly of a broadly Christian character'. Therefore, our daily acts of collective worship (assemblies) are focussed around our school values, Islamic stories and real-world events. In doing so, our collective worship overview provides a weekly 'Hadith of the Week' which is shared on a Monday and 'celebrated' on a Friday. A typical week's collective worship timetable is as follows:

<b>Monday</b>	Whole school assembly: introduction of the hadith and value of the week
<b>Tuesday</b>	Class assembly based on the hadith and value of the week
<b>Wednesday</b>	Key stage assembly based on the hadith and value of the week
<b>Thursday</b>	Nasheed (singing) practice
<b>Friday</b>	Celebration assembly: celebrating children's learning and the hadith / value of the week

In recognition of the school's faith ethos, daily assemblies begin with the children being greeted with '*asalaamalaykum*' (*peace be upon you*) and being encouraged to respond with '*walaykumasalaam*' (*and peace be upon you too*). This is followed by the recitation of the Qur'an - with simplified translation - and the day / week's assembly focus. Time permitting, children sing nasheeds and the assembly is concluded with a short supplication (prayer).

## **Curriculum impact**

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Pupil's progress in RE is assessed using the expected outcomes outlined in the Bolton Agreed Syllabus, which in turn have been developed in line with guidance produced nationally - **as shown in appendix 2.**

Progress in RE is reported annually to parents via the end of year report.

To monitor the effectiveness of our curriculum, we conduct lesson observations, scrutiny of teacher's planning and children's work, analysis of children's assessment data and we hold conversations with children. In order to capture parents' views, we utilise the questionnaire **shown in appendix 3.** The results of such monitoring are then used to drive improvements and inform our programme of professional development (training) for our teaching and support staff.

### Parents' right to withdraw

Parents who wish to withdraw their children, because of personal choice or religious affiliation, are permitted to do so, once they have made a formal written request to the school, and this has been considered by the head of school. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents. A record of withdrawals is kept by the teacher and RE subject leader.



## Appendices

### Appendix 1: Long-term overview for RE

Long Term Planning: Half Termly Units							
<b>Autumn 1</b>	<b>Islam</b>  <b>Sirah:</b> (Book 1) Childhood of the Prophet (SAW) Prophet's Youth	<b>Islam</b>  <b>Sirah:</b> Cave of Hira/First Revelation (Book 2) Marriage to Khadijah (RA) - (Book 1) The children of the Prophet (SAW) - (Book 1)	<b>Multifaith Unit</b>  1.10 What does it mean to belong to a faith community?	<b>Multifaith Unit</b>  L2.12 How and why do people try to make the world a better place? (C, M/J, NR)	<b>Judaism</b>  Judaism - Rosh Hashanah - Share learning L2.10 How do festivals and family life show what matters to Jewish people? Linked to Islam - similarities/differences	<b>Judaism</b>  U2.9 Why is the Torah so important to Jewish people? Linked to Islam - similarities/differences	<b>Islam</b>  <b>Sirah:</b> (Book 5) The march to Tabuk The Farewell Pilgrimage/The last Sermon The Prophet (SAW) leaves the world
<b>Scheme</b>	An-Nasihah	An-Nasihah	SACRE	SACRE	SACRE	SACRE	An-Nasihah
<b>Autumn 2</b>	<b>Christianity</b>  F2 Why is Christmas special for Christians? Linked to Islam - similarities/differences	<b>Christianity</b>  1.3 Why does Christmas matter to Christians? Linked to Islam - similarities/differences	<b>Islam</b>  <b>Sirah:</b> First Believers (Book 2) Open Call to Islam (Book 2) Persecutions/Unkindness faced by Muslims (Book 2)	<b>Islam</b>  <b>Sirah:</b> Migration to Abyssinia (Book 3) Two great warriors accept Islam (Book 3) Boycott/Year of Sadness (Book 3)	<b>Islam</b>  <b>Sirah:</b> Pledge of Aqabah (Book 4) The Plot/Al-Hijrah (Book 4) Arrival in Madinah and masjid of Madinah/Brotherhood (Book 4)	<b>Islam</b>  <b>Sirah:</b> Treaty of Hudaibiyah (Book 5) Conquest of Makkah (Book 5) The battle of Hunain (Book 5)	<b>Hinduism</b>  Hinduism - Diwali - Share learning U2.7 Why do Hindus want to be good? Linked to Islam - similarities/differences



				Journey to Ta'if (Book 3)	Battle of Badr/Uhud (Book 4)		
<b>Scheme</b>	SACRE	SACRE	An-Nasihah	An-Nasihah	An-Nasihah	An-Nasihah	SACRE
<b>Spring 1</b>	<b>Islam</b>  <b>Aqa'id:</b> The Five Pillars of Islam	<b>Islam</b>  <b>Aqa'id:</b> Articles of faith: Allah His Angels His messengers His Books The Last Day Fate: good and bad is from Allah	<b>Christianity</b>  1.5 Why does Easter matter to Christians?  Linked to Islam - similarities/differences	<b>Christianity</b>  L2.1 What do Christians learn from the Creation story?  Linked to Islam - similarities/differences	<b>Christianity</b>  L2.5 Why do Christians call the day Jesus died 'Good Friday'?  Linked to Islam - similarities/differences	<b>Christianity</b>  U2.1 What does it mean if Christians believe God is holy and loving?  Linked to Islam - similarities/differences	<b>Islam</b>  <b>Aqa'id:</b> Articles of faith: Allah His Angels His messengers His Books The Last Day Fate: good and bad is from Allah
<b>Scheme</b>	An-Nasihah	An-Nasihah	SACRE/Understanding Christianity	SACRE/Understanding Christianity	SACRE/Understanding Christianity	SACRE/Understanding Christianity	An-Nasihah
<b>Spring 2</b>	<b>Christianity</b>  F3 Why is Easter special to Christians?  Linked to Islam - similarities/differences	<b>Judaism</b>  1.7 Who is Jewish and how do they live?  Linked to Islam - similarities/differences	<b>Islam</b>  <b>Aqa'id:</b> Articles of faith: Allah His Angels His messengers His Books The Last Day Fate: good and bad is from Allah	<b>Islam</b>  <b>Aqa'id:</b> Articles of faith: Allah His Angels His messengers His Books The Last Day Fate: good and bad is from Allah	<b>Islam</b>  <b>Aqa'id:</b> Articles of faith: Allah His Angels His messengers His Books The Last Day Fate: good and bad is from Allah	<b>Islam</b>  <b>Aqa'id:</b> Articles of faith: Allah His Angels His messengers His Books The Last Day Fate: good and bad is from Allah	<b>Christianity</b>  U2.5 What do Christians believe Jesus did to 'save' people?  Linked to Islam - similarities/differences
<b>Scheme</b>	SACRE	SACRE	An-Nasihah	An-Nasihah	An-Nasihah	An-Nasihah	SACRE/Understanding Christianity

<b>Summer 1</b>	<b>Islam</b>  <b>Tarikh:</b> Adam AS (X2 lessons: Story & Morals) Nuh AS (X2 lessons: Story & Morals) Sahaabah (30 min lesson)	<b>Islam</b>  <b>Tarikh:</b> Hud (AS) (X2 lessons: Story & Morals) Salih (AS) (X2 lessons: Story & Morals) Sahaabah (30 min lesson)	<b>Christianity/Islam</b>  1.8 What makes some places sacred to believers? (C,M)	<b>Judaism</b>  L2.10 How do festivals and family life show what matters to Jewish people?  Linked to Islam - similarities/differences	<b>Multifaith Unit</b>  <a href="#">U2.11 How and why do people mark the significant events of life? (C, H, NR)</a>	<b>Multifaith Unit</b>  <a href="#">U2.10 What matters most to Humanists and Christians? (C, M/J, NR)</a>	<b>Multifaith Unit</b>  <a href="#">U2.12 How does faith help people when life gets hard?</a>
<b>Scheme</b>	<b>An-Nasihah</b>	<b>An-Nasihah</b>	<b>SACRE</b>	<b>SACRE</b>	<b>SACRE</b>	<b>SACRE</b>	<b>SACRE</b>
<b>Summer 2</b>	<b>Multifaith Unit</b>  F5: Which places are special and why?  Linked to Islam - similarities/differences	<b>Multifaith Unit</b>  1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)	<b>Islam</b>  <b>Tarikh:</b> Ibrahim (AS) (x2) Isma'il (AS) Ishaq (AS) Sahaabah (30 min lesson)	<b>Islam</b>  <b>Tarikh:</b> Ya'qub (AS) Yusuf (AS) (x2) Sahaabah (30 min lesson)	<b>Islam</b>  <b>Tarikh:</b> Musa (AS) (x2) Isa (AS) Sahaabah (30 min lesson)	<b>Islam</b>  <b>Tarikh:</b> Dawud (AS) Sulayman (AS) Yunus (AS) Sahaabah (30 min lesson)	<b>Islam</b>  <b>Tarikh:</b> Maryam (RA) Zakariyyah (AS) Yahya (AS) Sahaabah (30 min lesson)
<b>Scheme</b>	<b>SACRE</b>	<b>SACRE</b>	<b>An-Nasihah</b>	<b>An-Nasihah</b>	<b>An-Nasihah</b>	<b>An-Nasihah</b>	<b>An-Nasihah</b>

	Islamic Curriculum Scheme: An-Nasihah						
	EYFS Bk 1	Year 1 BK1	Year 2 BK2	Year 3 BK3	Year 4 BK4	Year 5 BK5	Year 6 BK5
<b>Sirah (Life of the Prophet (PBUH))</b> 4 hrs	Book 1  Childhood of the Prophet (SAW)  Prophet's Youth	Book 2  Cave of Hira/First Revelation  Marriage to Khadijah AS  The children of the Prophet (SAW)	First Believers  Open Call to Islam  Persecutions/Unkindness faced by Muslims	Migration to Abyssinia  Two great warriors accept Islam  Boycott/Year of Sadness  Journey to Ta'if	Pledge of Aqabah  The Plot/Al-Hijrah  Arrival in Madinah and masjid of Madinah/Brotherhood  Battle of Badr/Uhud	Treaty of Hudaibiyyah  Conquest of Makkah  The battle of Hunain	The march to Tabuk  The Farewell Pilgrimage/The last Sermon (Bk 5)  The Prophet (SAW) leaves the world
<b>Tarikh (Islamic History)</b> 4 hrs	Adam AS (X2 lessons: Story & Morals)  Nuh AS (X2 lessons: Story & Morals)  Sahaabah (30 min lesson)	Hud (AS) (X2 lessons: Story & Morals)  Salih (AS) (X2 lessons: Story & Morals)  Sahaabah (30 min lesson)	Ibrahim (AS) (x2)  Isma'il (AS)  Ishaq (AS)  Sahaabah (30 min lesson)	Ya'qub (AS)  Yusuf (AS) (x2)  Sahaabah (30 min lesson)	Musa (AS) (x2)  Isa (AS)  Sahaabah (30 min lesson)	Dawud (AS)  Sulayman (AS)  Yunus (AS)  Sahaabah (30 min lesson)	Maryam (RA)  Zakariyyah (AS)  Yahya (AS)  Sahaabah (30 min lesson)
<b>Aqa'id (Beliefs)</b> 5hrs	The Five Pillars of Islam	Articles of faith:  Allah  His Angels  His messengers  His Books  The Last Day	Allah  His Angels  His messengers Messengers x2 His Books Books/The Quran x2 The Last Day	Allah  His Angels  His messengers  His Books  The Last Day Qiyamah (Last Day) x1	Allah  His Angels  His messengers Beliefs about the Messenger/Prophets  His Books  The Last Day	Allah  His Angels  His messengers Beliefs about Prophethood  Qualities of the Prophets x2	Allah  His Angels  His messengers  His Books  The Last Day  Fate: good and bad is from Allah

		Fate: good and bad is from Allah	Fate: good and bad is from Allah	Jannah Description  Actions that will lead to Jannah  Fate: good and bad is from Allah	Fate: good and bad is from Allah Introduction to Taqdir  Asharah/mubasharah (Book 6)	Status of the Prophets  His Books  The Last Day  Fate: good and bad is from Allah	
<b>Akhlaq (Morals)</b>  3hrs  Values/ RHE	<u>Believe You Can</u>	<u>Trust</u>  Speaking the truth  Keeping Promises  Spreading Rumours	<u>Peace</u>  Spreading Salaam  Patience  Smiling	<u>Fairness</u>  Sharing	<u>Respect</u>  Gossip  Seeking permission before entering  Politeness in speech	<u>Equality</u>  Pride	<u>Compassion</u>  Removing harm from the road
<b>Adab (Manners/Etiquette)</b>	Adab of Greeting Bk 2  JazakAllah Alhamdulillah InshaAllah	Adab of Greeting Bk 2  JazakAllah Alhamdulillah InshaAllah  Eating Bk 1  Sleeping Bk 1	Adab of Greeting Bk 2  JazakAllah Alhamdulillah InshaAllah  After eating Bk 1  Waking up Bk 1  Sneezing Bk 2	Adab of Greeting Bk 2  JazakAllah Alhamdulillah InshaAllah MashaAllah Subhanallah  Etiquettes of the Quran Bk 3  Studying Bk 3  Adab of a Gathering Bk 4	Adab of Greeting Bk 2  JazakAllah Alhamdulillah InshaAllah MashaAllah Subhanallah  Etiquettes of the Quran Bk 3  Studying Bk 3  Adab of a Gathering Bk 4	Adab of Greeting Bk 2  JazakAllah Alhamdulillah InshaAllah MashaAllah Subhanallah  Using the washroom Bk 1  Etiquettes of the masjid Bk 3  Adab of a Gathering Bk 4	Adab of Greeting Bk 2  JazakAllah Alhamdulillah InshaAllah MashaAllah Subhanallah  Using the washroom Bk 1  Etiquettes of the masjid Bk 3  Adab of a Gathering Bk 4

## **Appendix 2: RE expected outcomes (by year group)**

<b>SACRE Programmes of Study: End of Phase Outcomes</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<i>Pupils should be taught to:</i>	<i>Pupils should be taught to:</i>		<i>Pupils should be taught about:</i>		<i>Pupils should be taught about:</i>	
<b>Making sense of beliefs</b>		identify the core beliefs and concepts studied and give a simple description of what they mean  give examples of how stories show • what people believe (e.g. the meaning behind a festival)  give clear, simple accounts of what • stories and other texts mean to believers		identify and describe the core beliefs and concepts studied  make clear links between texts/ sources of authority and the core concepts studied  offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers		identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions  describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts  give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority	
<b>Understanding the impact</b>		give examples of how people use stories, texts and teachings to guide their beliefs and actions  give examples of ways in which believers put their beliefs into practice		make simple links between stories, teachings and concepts studied and how people live, individually and in communities  describe how people show their beliefs in how they worship and in the way they live  identify some differences in how people put their beliefs into practice		make clear connections between what people believe and how they live, individually and in communities  using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	
<b>Making connections</b>		think, talk and ask questions about whether the ideas they have been studying, have something to say to them		make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly		make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)	

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		<p>give a good reason for the views they have and the connections they make</p>	<p>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>give good reasons for the views they have and the connections they make</p>	<p>reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</p> <p>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>
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### **Appendix 3: Parental Questionnaire**

**School:**

**Class:**

		<b>Strongly agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1.	I feel that the school encourages families to play an active part in the school's life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I would find it easy to approach the school with any questions or problems about my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The school encourages high standards in Islamic Studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	My child is progressing in Islamic Studies/Religious Studies/Quranic Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5.	I am satisfied with the amount and range of work in Islamic Studies/Religious Studies that my child has to do at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	My child enjoys Islamic Studies/Religious Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	My child enjoys collective worship at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The life of the school gives my child a good understanding of Islamic values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The school provides a good range of extracurricular activities, visits and special events related to Islam and the study of different religions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The school has links with the wider Muslim and non- Muslim community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>