

Religious Education

Intent

Through the teaching of Religious Education (RE), children learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview, which is one of the core tasks of education.

Implementation

Cheshire West and Chester SACRE request that all primary schools who are required to follow the Agreed Syllabus refer to the Essential Knowledge and Terms document as a statutory requirement. This is the minimum basis required for your RE Curriculum for Key Stage One and Two. It also includes the terms which we expect children to be accessing and applying with increasing confidence.

Early Years Foundation Stage

Religion and World Views in Early Years Foundation Stage (EYFS) should wherever possible begin with the child and allow opportunities to explore their personal experiences and questions which they have about the world around them. The RE curriculum provided should include opportunities for play, child initiated and adult initiated opportunities. During the year the child will encounter Religion and World Views through stories, using specific words, special books, places, objects, events and where possible visiting places of worship and meeting believers. Events of a religious nature which are being celebrated in school will also provide opportunities for learning back in the classroom. There should be opportunities to develop a sense of wonder, to nurture curiosity, to let imaginations grow, have a sense of personal identity and an awareness and empathy for the world around them.

Through this syllabus Early Years Practitioners design their own opportunities for Religious Education, taking into account the faith views our families hold. Whilst the content is majority Christianity, we also mark events and festivals celebrated by the children in our class, look at links with our local community, encounter beliefs which are different to those held by children in our school and promote uniqueness and diversity.

Resources and Location: Resources are stored in the relevant classrooms. Staff also have access to books, artifacts and DVDs from the Cheshire Education Library Service.

Where is pupil's work recorded? Work is recorded in different ways depending on the activity/task. Each child has an RE/PSHE book.

Trips and visitors: Visiting places of worship and having visitors from a variety of faith groups in school provide invaluable learning opportunities and greatly enhance the R.E. curriculum. Pupils can gain a greater understanding of a religion by putting what has been learnt in the classroom into a vibrant and real life context. They provide opportunities for children to learn about belief from a believer.

Long Term Plans: see "School Curriculum Map" below.

Opportunities for cross-curricular learning:

English: RE provides opportunities for developing children's reading, writing and drama skills.

Computing: IT can provide opportunities to research or to present information.

Art: There are opportunities to study how religions use Art as well as providing children with opportunities to use Art to present their ideas.

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Promoting spiritual, moral, social and cultural development and British values through RE

Religious Education provides opportunities to promote spiritual development through:

- finding meaning and purpose when looking at the world; discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth.
- puzzling over 'ultimate questions of the meaning of life' e.g. life and death;
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world and with God.
- valuing relationships and developing a sense of belonging and self-awareness.
- developing their own views and ideas on religious and spiritual issues.
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and world views.
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts.
- reflecting on personal beliefs and values which form a perspective of life with respect to different religions and world views.

Religious Education provides opportunities to promote moral development through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust.
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders and world views.
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice and in so doing understanding and appreciating the viewpoints of others.
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious tolerance and personal integrity and in so doing respect the civil and criminal law of England
- gaining an understanding of and respect for the range of religious and world views and developing an opinion.

Religious Education provides opportunities to promote social development through:

- considering how religious and other beliefs lead to particular actions and concerns.
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions and other world views as well as the common ground between them.
- developing the skills and personal qualities necessary for living and working together as part of a wider community, for example through discussion around key beliefs and ideas from religious and other world views.
- articulating pupils' own and others' ideas on a range of contemporary social issues.
- acceptance and engagement with the British values of democracy; rule of law; individual liberty; mutual respect and tolerance in relation to those of different faiths and beliefs.

Religious Education provides opportunities to promote cultural development through:

- promoting a sense of enjoyment and fascination when encountering people, literature, the creative and expressive arts and resources from differing cultures including their own and those of others.
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.

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- celebrating diversity by promoting racial and interfaith harmony and respect for all; combating prejudice and discrimination; contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.


Religious Education provides opportunities to promote British values through:

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour.
- encouraging tolerance, mutual respect and positive attitudes towards diversity.
- exploring different religious codes for human life and comparing these with the rule of British law, e.g. how the Decalogue was the basis for British law.
- develop an understanding of the importance of individual liberty (which is protected in law) to choose and hold a religious or non-religious world view.
- understanding religious teachings on the rights and value of the individual and exploring the importance of fairness and democracy; the rule of law and justice.

Impact

It is essential that the key knowledge, skills and attitudes that pupils are taught are monitored and tracked as they move through school. We know that children have gained the expected knowledge and understanding of other religions and worldviews through various types of formative and summative assessment, which is undertaken on a regular basis. Encouraging pupils to reflect on their own learning, as well as their own developing worldviews, is done through peer and self-assessment. Where published units are used, end of unit "Assessment Statements" are also available.

The impact of our RE curriculum is regularly monitored by the subject leader through talking to children (including links to previous learning and understanding of key vocabulary), looking through their RE books, looking at planning and through discussion with staff.

Byley Primary School: Subject Curriculum Map						
						
Subject: RE						
Term	Autumn		Spring		Summer	
Cycle	A	B	A	B	A	B
Y1/2	<ul style="list-style-type: none"> • Caring for others • Gifts and giving 	<ul style="list-style-type: none"> • Nature and God • Light and Dark 	<ul style="list-style-type: none"> • Friendship • Easter and surprises 	<ul style="list-style-type: none"> • Rules and Routine • Beginnings and Endings 	<ul style="list-style-type: none"> • Religion and ritual • Places of worship 	<ul style="list-style-type: none"> • Ceremonies • Places of Worship
Y3/4	<ul style="list-style-type: none"> • Hinduism • The Nativity Story 	<ul style="list-style-type: none"> • Buddhism • People of Faith 	<ul style="list-style-type: none"> • Islam • Good Friday 	<ul style="list-style-type: none"> • Christianity • Food and Fasting 	<ul style="list-style-type: none"> • Sikhism • Judaism 	<ul style="list-style-type: none"> • Pilgrimages • The Bible
Y5/6	<ul style="list-style-type: none"> • Creation Stories • The Christmas Story 	<ul style="list-style-type: none"> • Worship • The True Meaning of Christmas 	<ul style="list-style-type: none"> • Peace • Forgiveness 	<ul style="list-style-type: none"> • Crucifixion • Eternity 	<ul style="list-style-type: none"> • Commitment 	<ul style="list-style-type: none"> • Humanism • Justice and Freedom

Michael Roberts