

Approved by	Date	Due for Review
Mrs Sue Marsh (Head Teacher) Mr Richard Owen (Chair of Governors)	July 2019	July 2020

INTRODUCTION

Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Greens Norton CE Primary School, we develop the children's knowledge and understanding of Christianity and other world faiths, and we address some of the fundamental questions in life. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions (exploring and responding to human experience) as well as about religions (developing knowledge and understanding of religion).

The teaching of RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. The RE curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. It also promotes education for citizenship. In line with the Diocese of Peterborough Syllabus for RE we aim to "enable pupils to hold balanced and informed conversations about religion and belief".

Children are encouraged to build on their own experiences and extend their knowledge and understanding of religious traditions. Strong links with St. Bartholomew's Church in the village enriches their experiences and helps to develop their religious thinking. Direct experience comes from organised visits to local places of worship and visits from representatives of local religious groups who come into school and talk to the children.

AIMS AND PURPOSES OF RELIGIOUS EDUCATION

RE at Greens Norton Primary School provides children with the opportunity to:

- develop their knowledge and understanding of, and their ability to respond to, Christianity and other major world religions represented in Great Britain
- explore issues within and between faiths to help them understand and respect different religions beliefs values and traditions
- consider questions of meaning and purpose in life from beginning to end
- learn about religious and ethical teaching, enabling them to make reasoned judgements on religious and moral issues
- develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.



HOW RELIGIOUS EDUCATION SUPPORTS OUR SCHOOL VISION AND AIMS

Through our RE teaching we aim to educate and inspire the children in a loving and inclusive Christian environment, so they have the confidence and skills to excel in their achievements and flourish as fair and kind children of God.

Be fair, be kind and trust in God Micah 6:8

RE enables children to develop values and attitudes that support our school aims. In particular children work both independently, encouraging them to be independent learners, and with others, listening to others' ideas and treating these with respect. They take pride in, and celebrate their achievements and the achievements of others by reviewing their work, experiences and knowledge, and recognising the progress made in reaching that result.

The subject enables children to develop a respect for each other, to develop their own cultural awareness and understanding, and appreciate the value of differences and similarities. They develop an understanding that all people are equal, regardless of age, race, gender or ability.

At Greens Norton CE Primary School, we aim to educate, inspire and nurture every child, staff member, parent and governor

LEGAL REQUIREMENTS

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors. Our school RE curriculum meets all the requirements set out in the Diocese of Peterborough Syllabus document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

RE CURRICULUM AND PLANNING

At each Key Stage a programme of study sets out what pupils should be taught, for Key Stage 2 this is on a two-year rotation to ensure that curriculum content is covered. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit. We ensure that the topics studied in RE build upon prior learning and we ensure the planning offers the children an increase challenge as they move through the school.

For our Christianity teaching the lesson content will be taken from 'Understanding Christianity' a progressive, skill-based syllabus teaching the core concepts of the Christian faith. The eight key concepts (Creation, Fall, People of God, Incarnation, Salvation, Gospel, Kingdom of God) will be taught progressively throughout the year groups. This will enable our children to have a clear understanding of core Christian concepts.

For the other world religious and non-religious beliefs lesson content is taken from the Diocese of Peterborough Syllabus for Religious Education 2019-2024.

All of the taught units will be planned around a 'big question'. Each unit will have the three core elements below to ensure that we enable children to have a deep and broad understanding of religious and non-religious beliefs. These core elements will be woven together within the curriculum. The three elements are:

- Making sense of belief:** To identify and make sense of core religious and non-religious concepts and beliefs.
- Understanding the impact:** Examining how and why people put their beliefs into action.
- Making connections:** Reasoning, reflecting and connecting the concepts to the pupils own ideas.

At Greens Norton we are aware the lesson content may be adapted to meet the needs of individual classes, 'big questions' asked by the children, to make links with other subject areas or to cover recent news headlines. RE may be delivered in flexible ways; for example, through RE days, RE weeks, visits and other cross-curriculum topics.

In Reception classes, RE is an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage for three to five year olds, we relate the Religious Education aspects of the children's work to the objectives set out across the Early Learning Goals. In particular, 'Communication and Language', 'Understanding the World' and Personal, Social and Emotional Development'.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Through teaching RE in our school, we provide opportunities for spiritual, moral, social and cultural development. Children consider and respond to questions concerning the meaning and purpose of life. When appropriate, time and space is given to children within RE lessons to reflect and consider 'big questions' about faith and 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.

EQUAL OPPORTUNITIES

We believe that it is important for all children to experience a rich and varied RE Curriculum. We will use opportunities within RE to challenge stereotypes. We recognise the fact that all classes in our school have children of widely differing abilities, including children with special educational needs, and that the children have different experiences of religion. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, and by providing a wide range of activities to address all learning styles. We use teaching assistants to support the work of individuals or groups of children where relevant and available.

ROLE OF THE COORDINATOR

- lead the development of RE in the school
- provide guidance to individual members of staff
- keep up to date with local, diocesan and national developments in RE and disseminate relevant information.
- review the position and use of RE resources and regularly update staff on new resources, ideas, materials etc.
- review and monitor the success and progress of the planned units of work
- be responsible for the organisation and maintenance of RE resources.

ASSESSMENT AND RECORD KEEPING

Teacher assessments are made using teacher observations in class, questioning and informal judgements.

End of unit assessments are made based on the learning covered and the teacher's own end of unit assessment, where appropriate. Children will be working towards, expected or exceeding within the subject