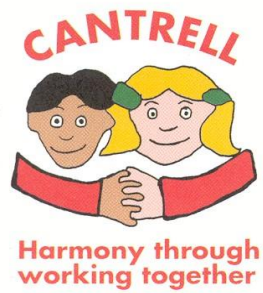


# CANTRELL PRIMARY AND NURSERY SCHOOL



## RE POLICY

**May 2024**

## **The legal requirement to teach RE**

Our school curriculum follows the locally agreed syllabus for Nottingham and Nottinghamshire and 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 Early Years Foundation Stage. The ERA allows parents to withdraw their child from religious education 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 religious education, but only after they have given due notice of their intention to the school governors.

### **INTENT**

The religious education curriculum at Cantrell forms an important part of our school's spiritual, moral and social teaching. It supports our core values which are to be ready, resilient, resourceful, reflective and respectful. It enables children to investigate and reflect on some of the most fundamental questions asked by people in our world today.

Religious education at Cantrell Primary aims to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of the four major religions in the UK and world views of those who follow these religions and those who do not;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain and the world today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

Religious education at Cantrell Primary promotes education for citizenship and is a key aspect of our role to promote the British Values of Mutual Tolerance, Respectful Attitudes, Democracy, The Rule of Law and Individual Liberty to our children. This policy should be read alongside other school policies, for example (but not exclusively) RSHE, Equality and Diversity and Modern Foreign Languages.

### **IMPLEMENTATION**

At Cantrell Primary School we enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding.

### **Curriculum**

The curriculum at Cantrell is designed to enable pupils to gain knowledge and understanding of one or two religions every year, alongside Christianity which is taught throughout the school. While studying these religions and the communities

which embrace them pupils learn the skills to question their own sense of belonging and to recognize the significance of the community to which they belong. Our aim is for our pupils to leave with a sound knowledge of the basic concepts of each of the four main religions represented in our society and of worldviews expressed by people who have a religion and people who have none.

RE at Cantrell Primary follows the agreed syllabus for Nottingham and Nottinghamshire, 'RE For All' 2021 – 2026, and is based on three areas of learning:

- A. To know about and understand a range of religions and world views
- B. To express ideas and insights about the nature, significance and impact of religions and worldviews
- C. Gain and deploy the skills needed to engage seriously with religions and world views

Our teaching and learning style in RE is based on an enquiry approach. Each topic contains an enquiry question which pupils are encouraged to consider and answer by the end of the sequence of lessons. This allows children to learn about religious traditions, make links between what they know already and 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 think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Lessons are exciting. Using reference books, the SMART BOARD, PowerPoints, film, art, poetry or artefacts to provide a hook for the children teachers encourage pupils to form enquiry questions on which to base their research and investigation during each topic.

### **Planning**

Curriculum planning in RE is organized into a topic overview for each year group and then detailed curriculum plans for each year group. These are published on our website.

Planning for each RE lesson forms part of each class teacher's short-term weekly planning. Lessons involve a starter question which can be from prior knowledge gained in order to recap previous knowledge ('Sticky Knowledge' as it is sometimes known).

From Y1 to Y6 Religious Education is taught as a discrete subject, however teachers make links throughout the school curriculum where it is appropriate.

### **EYFS**

During the EYFS pupils learn about religion related to religious festivals such as Christmas, Easter, Divali and Eid. Pupils are encouraged to consider their own experiences of festivals and learn about how other people celebrate. This links to the EYFS statutory framework, specifically to the area of learning called Understanding of the World, People and Communities which states that pupils should “know about similarities and differences between themselves and others, and among families, communities and traditions”. Pupils are encouraged through adult led learning, discussion and role play experiences to consider similarities and differences between their own experiences and those of others.

### **KS1**

As pupils progress into KS1 their RE learning journey at Cantrell continues to encourage them to think about similarities and differences as they learn about Christianity and Judaism. Pupils investigate the meaning behind beliefs and practices and explore questions about belonging, meaning and truth. They learn about sacred texts and writing in the religion they are studying. Visitors are encouraged to come into school to explain about their faith including where possible visits to the local church and synagogue to cement their learning.

### **KS2**

All pupils continue to build on their knowledge of Christianity, Hinduism, Judaism, and Islam.

Pupils are expected to make connections and use their knowledge to respond thoughtfully to different ideas and expressions of faith. Pupils are encouraged to think philosophically and respond to big questions thoughtfully and sensitively.

### **SEN**

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We feel that RE has a lot to offer all children and is able to contribute to the spiritual and social development of every child in our school.

### **Resources**

Resources for religious education are kept centrally. Resources include books, Bibles, reference books and artefacts. The library has some reference books and staff can order topic sets from the ELS Service.

### **Links to other subjects**

#### **Literacy**

Religious education contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons have religious themes or content, which encourages discussion which promotes the skills of speaking and listening. RE lessons provide valuable opportunities for all children to develop their literacy skills.

#### **(RSHE) Personal, Social and Health Education 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 smoking, drugs and health education. 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 and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **History / Geography**

Religious education contributes to the teaching of many different aspects of Geography. The study of different religions often includes looking at places around the world where religious leaders and peoples originated, but also the subject of community and what and wherever that might be.

Eg, in Year 3 the topics of the Egyptians and Greek Mythology lends itself directly into learning about both the Egyptian and Greek Gods and Goddesses.

### **Computing**

We use computing where appropriate in religious education. The children find, select and analyse information using the internet. They also use computing to review, modify and evaluate their work and to improve its presentation.

### **IMPACT**

Our program of study enables pupils to increase and deepen their knowledge and understanding of key concepts in RE. These concepts relate to the religions and world views studied. The areas of enquiry or key concepts in RE can be described like this:

- beliefs, teachings, sources of wisdom and authority; experiences and ways of living
- ways of expressing meaning
- questions of identity, diversity and belonging
- questions of meaning, purpose and truth
- questions of values and commitments.

The enquiry approach to RE allows pupils to appreciate and understand what progress they have made during a sequence of lessons. The use of an enquiry question at the beginning of a topic ensures that pupils are able to focus on the answers they have to that question at the end of a topic.

### **Assessment**

On completion of a sequence of lessons pupils undertake a piece of work to summarise their learning during the topic. This may be a piece of art work, drama, a poem or other piece of written work. This work forms the basis of informal teacher assessments.

## **Monitoring**

Monitoring of the standards in RE is the responsibility of the RE subject leader. The work of the RE subject leader also involves supporting colleagues in the teaching of RE, the development of the RE curriculum; being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. Subject leadership time is, where possible, allocated to the RE subject leader so that they can review samples of children's work, curriculum plans and undertake lesson observations of RE teaching across the school.

Governors are invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observations as per the Monitoring and Evaluation framework in the School Improvement Plan.