

CANTRELL PRIMARY AND NURSERY SCHOOL



Religious Education Policy

January 2018

<p style="text-align: center;">Cantrell Primary School ensures that Religious Education is provided in accordance with legal requirements</p>
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Introduction

The purpose of the policy for R.E. is as an agreed document in which staff make clear their intentions in teaching R.E. in school, and provides a consensus on the areas of studies, attitudes and sensitivities to be covered or developed through the years that a child remains at Cantrell Primary School.

The 1996 Education Act requires that all locally agreed R.E. syllabi “reflect the fact that the religious traditions in Great Britain are, in the main, Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.”

Parents have a right to withdraw their children from Religious Education and collective worship at Cantrell Primary School. Parents can obtain information about this facility from the school prospectus.

Cantrell Primary School uses the Nottinghamshire agreed syllabus for Religious Education 2009 “as a guide for teaching and planning”.

“The new syllabus reflects the diversity of religious traditions in Nottingham. The provision of significant detailed information about the major faiths, together with planning, teaching and learning in R.E. will support teachers in ensuring that pupils have a good knowledge and understanding of Christianity and the major world faiths by the end of their school year. The membership of the Nottinghamshire SACRE and agreed syllabus conference ensures that the principal religious denominations within the county have opportunities to influence and provide advice to the Education Committee on matters related to R.E. and collective worship.”

Guidance from the Agreed Syllabus 2009 suggests R.E. occupies a **minimum** of 5% of curriculum time at each Key Stage.

Key Stage 1 - 36 hours per year.

Key Stage 2 - 45 hours per year.

RE is also included in subjects such as Art, Drama, Literacy, Numeracy and Music in the daily curriculum. It is always included at special times of the year such as Christmas, Easter, Diwali, Chinese New Year and other festivals in the form of Christmas performances which include Literacy/Drama, church visits, humanities subjects, carol services, and collective worship.

**PLANNING, TEACHING AND LEARNING IN
RELIGIOUS EDUCATION AT CANTRELL PRIMARY SCHOOL**

AIMS - KEY QUESTIONS - CONTENT - TEACHING AND LEARNING STRATEGIES - ASSESSMENT

Aims are what we want to achieve through the teaching of R.E.

Key Questions help us explore and develop the underlying ideas or concepts, within R.E.

Content is the knowledge, understanding and learning experiences which illustrate R.E.

Teaching and Learning Strategies are the ways by which we achieve the aims, by developing the skills and attitudes relevant to R.E.

Assessment is how we measure achievement and progress within R.E., based on the two attainment targets, which show progression through the Key Stages, and discrete use of the eight level scale as detailed in the Agreed Syllabus.

AIMS

1. As a school, we aim to provide R.E. to enable children to acquire and develop knowledge and understanding of Christianity and to follow its traditions.
2. To extend knowledge of other major religions and develop respect for different cultures.
3. To help children understand themselves and their place in the family and community and appreciate their responsibilities towards themselves and others.
4. To develop a sense of wonder and an appreciation of the world we live in.
5. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
6. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principle religions represented in Great Britain.
7. Enhance their spiritual, moral, cultural and social development by:
 - a. Developing an awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
 - b. Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience.
 - c. Reflecting on their own beliefs, values and experiences in the light of their study.
8. Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Further definition of these terms is helpful because they are so important in a school's work. In promoting an increased awareness of them, the quality of pupil responses is as important as the provision itself.

Spiritual Development

The growth of spiritual awareness is largely a personal matter but pupils' spiritual awareness is encouraged in R.E. by kindling the spark of ideas, or by helping them explore their emerging consciousness, spirit or inner self.

The development of spirituality is about looking beyond the material world and developing a sense of self-worth, awe and wonder. Pupils will be encouraged to develop rational ideas, feelings and emotions about the key questions of life, death and their own experiences. In doing so, pupils need opportunities to think about the ways in which they respond to their family, social boundaries, their own experiences and the thoughts and ideas of others. This allows them to develop their own behaviour, attitudes and values.

Moral Development

Moral development encourages the growth of beliefs and relationships that demonstrate a respect for self, a respect for others and a responsibility for the way in which society operates. While responding positively to codes of conduct and the norms and rules of society, pupils need to develop the capacity for bringing about change through taking moral decisions and making reasoned, moral judgements. In local, regional and global issues, human rights, personal duties and responsibilities should underpin the ethical dimension to solving real problems.

Social Development

Social Development is closely-related to pupils' moral development. Social development relates to personal relationships within classrooms and beyond, to the development of co-operative skills through residential experiences, careers, health education an environment awareness. Personal development includes the development of the ability to respond to a variety of situations with appropriate and sensitive behaviour. In these situations, pupils will be encouraged to develop the skills of leadership, teamwork, initiative and co-operation. Through life themes, pupils will develop their knowledge and understanding of social groupings, democratic processes and the ways in which social institutions operate.

Cultural Development

Pupils' cultural development strengthens their understanding of the beliefs, values and customs that form the basis of our society. The values given to their responses to music, art, drama, dance, literature, poetry, science and technology, in addition to R.E contribute to cultural awareness. Cultures change and develop through time. Pupils need to learn about those aspects of times past, which influence the present. They will recognise the significance of the customs and beliefs of different groups within society. In addition, they will need to be aware of the changing values, customs and traditions that shape their cultural heritage. In

developing pupils' cultural awareness, the influences of religious beliefs, ethnic background, heritage and aspirations will be considered.

APPROACH TO LEARNING

We acknowledge that R.E. can impinge on sensitive areas and we aim to be responsive and aware of the pupils' needs and feelings. With this in mind, we incorporate R.E. into every day experience in the following ways:

1. A topic based cross-curricular approach. (e.g. Dual Learning Objective with History / PSHE / Art / Drama) etc.
2. A willingness to respond to classroom / events or incidents.
3. Appreciation of nature.
4. Responding to worldwide happenings and events, e.g. natural disasters.
5. Interest in charities, e.g. local nursing homes, Red Nose Day, Natural Disaster Appeals and fund raising.
6. Visits from outside speakers forming links with the local community and beyond e.g. local Vicar/ local church & other places of worship.
7. Practical community involvement, e.g. distribution of food parcels at harvest time, Christmas Carol singing at local church, Easter church services, choir activities and visits.
8. Educational visits to places of worship or religious interest.

ORGANISATION

The assessment of the R.E. programme is set out on the following pages, covering Key Stage 1 and 2, relating to AT1 and AT2.

Teachers work together in year group teams to plan and link R.E. into a series of topic based lessons and ensuring a cross curricular link wherever possible, always being aware that R.E is an ongoing process which is closely linked to a child's personal development. Always bearing in mind the SEAL resources with respect to a secure and comfortable learning environment for all.

ASSESSMENT IN KEY STAGE 1

Children should be able to:

AT1: Learning about religions	AT2: Learning from religion
1. Recognise and describe people, objects, symbols, places and events encountered and identify the religion to which they belong.	1. Realise that some questions in life are difficult to answer.
2. Remember some story outlines.	2. Relate moral issues in their lives to religious teachings.
3. Show an awareness that festivals are characteristics of more than one religion.	3. Recognise good and bad examples set in stories and by those around them.
4. Suggest meanings for religious symbols, stories and language e.g. God as Father.	
5. Link key people, objects, places and events.	

ASSESSMENT IN KEY STAGE 2

Children should be able to:

AT1: Learning about religions	AT2: Learning from religion
1. Name and describe the functions of key objects, places, people and events and make accurate connections.	1. Make comparisons between significant experiences of key people in faith communities and their own feelings and experiences.
2. Recognise that different religions share similar features and make simple comparisons.	2. When meeting puzzling questions, suggest answers by making reference to religious teachings where relevant.
3. Explain some of the interpretations of symbols, stories and language given by believers.	3. Respond thoughtfully to others views on religious and moral issues.
4. Explain what it means to belong to a faith community in terms of beliefs, practices and values.	4. Understand why certain things are right and wrong and how moral values are embedded in religions.
5. Identify the key points in the life stories of important religious people.	
6. Give examples of how religion is important to some people and affects people's daily lives.	

Cantrell Primary School
FS2 + KS1 – Long Term Planning for Religious Education

Year Group (Minimum Requirement)	Term 1	Term 2	Term 3
Reception (Christianity + Representative religions in class)	What are Harvest festivals? Belonging Christmas Celebrations + other festivals	Chinese New Year Easter Celebrations + New Life / Birthdays and celebrations	Noah's Ark story How do we celebrate in our families?
Year 1 (Christianity + 1 other religion)	What does it mean to belong / in Christianity? Celebrations – Why do Christians give gifts at Christmas?	Hinduism (School Unit) Beliefs and Practices (generic)	Bible stories (Introduction) What can we learn from visiting a church?
Year 2 (as above)	School Unit – Buddhism Celebrations (generic)	Why did Jesus tell stories? School Unit – Special Journeys (Pilgrimages)	What is the Torah and why is it important to Jewish people? Visiting a place of worship (generic)

Cantrell Primary School
KS2 Long Term Planning for Religious Education

Minimum requirements

KS2 - Christianity plus 2 other religions and a short study of the breadth of world religions.

Year Group	Term 1	Term 2	Term 3
Year 3	<p>What do signs and symbols mean?</p> <p>How and why do Hindus celebrate Diwali?</p>	<p>What is faith in religion? (Faith Stories)</p> <p>What do we know about Jesus?</p>	<p>The importance of the Bible to Christians.</p> <p>Judaism</p>
Year 4	<p>How and why Hindus worship at home and in the Mandir?</p> <p>Christmas journeys (celebrations)</p>	<p>Religious places of worship</p> <p>Why is Easter important to Christians?</p>	<p>Buddhism (rules, beliefs)</p> <p>Creation Stories</p>
Year 5	<p>Why is Mohammed important to Muslims?</p> <p>Sikhism</p>	<p>Where did the bible come from?</p> <p>How do Muslims express beliefs through practice? (e.g. - fasting)</p>	<p>How do Christian beliefs influence their actions?</p> <p>Holy writings/ Holy books (Faith stories)</p>
Year 6	<p>What can we learn from Christian buildings, worship and the community?</p> <p>Buddhism (practices, living as a Buddhist)</p>	<p>Worship and the Community</p> <p>Sacred texts</p>	<p>Role of the Mosque and Quran's importance to Muslims</p> <p>Faith in art – how is it expressed?</p>