



Buckden CE Primary Religious Education Subject Guidance

Whole School Curriculum Intent

Every child is loved by God and is educated for wisdom, aspiration and global citizenship, to thrive in our community through a culture of dignity and respect. Their gifts, talents and wellness are cultivated with knowledge and skills to live life purposefully in all its fullness. In faith we 'act' 'For nothing will be impossible with God'. Luke 1:37

Aims for Religious Education- Intent:

It is our intention to develop religious literacy for the pupils so that they can to engage in meaningful and informed dialogue with those of other faiths and none.

In the Buckden School, all curriculum subjects;

- ◆ are underpinned by Christian values, aiming to inspire all children in their learning;
- ◆ enable children to explore the world, to discover new ideas and to flourish;
- ◆ provide opportunities for cross-curricular learning;
- ◆ are enriched with additional experiences which raise aspirations and make the most of local partnerships.

Religious Education intends to:

- ◆ promote religious understanding of, respect for and openness to a wide range of religions and worldviews;
- ◆ increase religious literacy to support a child's ability to form critical, balanced, and reflective opinions and arguments;
- ◆ challenge all forms of discrimination, stereotyping and prejudice in order to promote equality;
- ◆ make clear links with statutory requirements for **British Values** education and Spiritual Moral Social and Cultural education;
- ◆ enable children to explore their own belief system, give them time to reflect, consider alternative worldviews and contemplate their own place in the world;
- ◆ provide opportunities for virtual or face-to-face encounters with people of faith and places of worship;
- ◆ follow statutory guidance regarding ratios of Christianity to World Faiths and Worldviews according to the formal designation of the school (academy or LA school) and according to the demographic structure of the communities they serve.



The curriculum for RE aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews, encouraging children to be confident and able to ask relevant questions;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully and harmoniously for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Purpose of this statement:

- ◆ To establish an entitlement for all pupils in the subject of Religious Education
- ◆ To establish expectations for teachers and pupils
- ◆ To promote continuity and coherence across the school;
- ◆ To explain how Religious Education is taught in Buckden CE School
- ◆ To give further guidance about Religious education.

Implementation

Entitlement:

Religious education in our school should enable every child to flourish and to live life in all its fullness. It will help educate for dignity and respect encouraging all to live well together. A high-quality sequential religious education(RE) programme is essential to meet the statutory requirement for all schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. As a church school, we provide sequenced learning about a range of religions and worldviews fostering respect for others.

A Church school's distinctive Christian ethos is not an accident, it is something which is grown, shared and worked at. The two core New Testament values which underpin our school ethos are agape (Christian love) and Koinonia (community).

Religious Education in a Church Aided School has a unique position in the curriculum. It is a means for helping children explore the spiritual dimensions of life and to lay the foundations for understanding of the Christian Faith. It is an integral part of school life and is developed throughout the curriculum. It is generic to the ethos of the school.

We maintain strong links with St Marys Church and the local community. We welcome the contribution that visitors to lead Daily Worship make towards enriching religious education in our school.



Time Allocation

In Church schools Christianity should be the majority religion studied in each year group and should be 50% of curriculum time. RE takes up 5% of the curriculum.

- ◆ EYFS Minimum 30hrs teacher-led activities
- ◆ KS1 Minimum of 36hrs in a school year
- ◆ KS2 Minimum of 45hrs in a school year

The curriculum is well-structured and logically sequenced, building upon prior knowledge and hence showing clear progression of knowledge and skills over time. This will be implemented by using the agreed syllabus and resources from Understanding Christianity to teach about Christianity and The Emanuel Project to teach other world religions.

The main strands to be followed are:

1. Christian Teaching:

Teaching directly related to Christianity. e.g. The Life of Jesus; Bible Study; the Church and other places of worship; Christian Celebrations etc.

2. Christian Community:

Christian living; Caring and helping others; Relationships: in school/with Church/Home and Community, Caring and responsibility for the environment, Community action projects.

3. Thematic:

Cross-curricula approaches developing an understanding that R.E. is not an isolated subject but is related to other areas of the curriculum.

4. Prayer and Worship

Worship music is often used in RE lessons to create the atmosphere of awe and wonder that is a key part of RE lessons enabling pupils to share in a sense of wonder, thankfulness and praise for the world and everything in it.

Prayer is often used in RE lessons as a plenary to encourage pupils to apply learning from the lesson to everyday life. Children compose their own prayers; offer spontaneous prayer or learn Anglican prayers such as The Lord's Prayer.

5. Other Faiths:

Awareness and respect for the different faiths is covered through certain units of work designated for this purpose. Visits to other faith venues and visitors from such places take place in accordance with expectations from the current Diocesan Syllabus.

Teaching and Learning

Teachers employ a range of teaching strategies which include:

- ◆ instructing or directing; modelling, demonstrating and scribing; explaining; questioning; discussing; retrieval; role play, art; consolidating; evaluating; summarising; assessing;
- ◆ Setting clear objectives for each session and sharing them with pupils;
- ◆ Differentiating according to the needs of the pupils;
- ◆ Using ICT where it enhances, extends and complements teaching and learning.

Planning, Assessment and Marking

These are carried out in line with the School's Planning, Assessment and Quality Marking and Feedback policies.



Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class. The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. As a school we have done this through improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the design and technology curriculum both inside and outside school.

Dyslexia Friendly School

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia. We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the Design and Technology curriculum and to all the activities of the school as all other pupils.

British Values

In Buckden, during RE lessons, we believe in the right to learn and the right to teach. All students have the right to a safe and secure learning environment. All teachers have the right to be treated with respect and in turn give out respect that students deserve. Students are given the opportunity to work in pairs and groups where they learn to work with each other and understand how different people think and understand in various ways. Students are encouraged to respect the opinions and beliefs of others when discussing RE.

Resources

Resources play an important role in providing a balance of experiences for pupils. Many resources are provided from Understanding Christianity and The Emanuel Project. We also have a selection of Religious artefacts for various World Religions as well as books, stories and wooden models of places of worship. Technology, such as computers are used alongside books, worksheets and other resources where appropriate.

Impact

Pupils should be able to remember more and know more about a wide range of religious and non-religious worldviews and beliefs, however this is assessed.

Pupils should be able to demonstrate an increasing age-appropriate ability to reflect upon and learn from religion.