

Curry Rivel Church of England VC Primary School Religious Education Policy



*Our curriculum approach to Religious Education reflects our vision to inspire
'Caring, Curious and Confident' learners.*

Introduction:

Religious Education is a statutory requirement governed by the requirements of the 1993 Education Act and subsequent legislation and by guidance from the DfE and the Diocesan Board of Education. Religious Education is an essential element in children's experience and understanding of ethical and spiritual matters.

The school promotes an understanding of local community cohesion and seeks to draw upon the rich resources and heritage provided by St Andrews' Church as well as other places of worship in the area.

The Church of England's Statement of Entitlement

This outlines the aims and expectations for Religious Education in Church of England Schools and guides our school's approach. It begins by stating, "Religious Education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help to educate for dignity and respect encouraging all to live well together."

The Church of England's Vision for Education: Deeply Christian, Serving the Common Good, continues, "Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person."

Our School's Vision:

Our principal aim is to engage pupils in enquiring into big questions arising from the study of religion, belief, philosophy and ethics. In so doing, Religious Education will support pupils' own personal moral, philosophical, ethical and spiritual development and promote respect for others.

Intent - Curriculum:

In line with the Church of England RE Statement of Entitlement (2019), at Curry Rivel Church of England Primary School, we aim to:

- Provoke challenging questions about the meaning and purpose of life; beliefs about God and the self; and issues of right and wrong.
- Develop pupils' knowledge and understanding of Christianity, other world religions and non-religious worldviews. It develops pupils' awareness and understanding of beliefs, teachings, practices and forms of expression; helps pupils understand how belief can contribute to some people's identity and sense of belonging; and challenges pupils to reflect and respond to issues of values and of commitment.
- Encourage pupils to explore their own beliefs in the light of what they learn. Encourage pupils to develop their sense of identity and belonging, to enable them to flourish individually within their communities, to act with personal responsibility and as citizens in society and as part of a global community.
- Promote opportunities to share, explore and value religious and non-religious belief and therefore seek to make a major contribution to our pupils' spiritual and philosophical development.
- Have an important role in increasing our children's' cultural capital and in preparing pupils for adult life, employment and lifelong learning as it enables them to develop respect, empathy and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to challenge prejudice, negative discrimination and racism.

Curriculum balance and time

As a Voluntary Controlled Church of England Primary School, Christianity will be the majority religion studied and will include at least 50% of Religious Education curriculum time. Dedicated weekly lessons, in classes, will work on explicit objectives. This will aim to be close to 10% but will be no less than 5% in both Key Stages 1 and 2.

Implementation - Teaching and Learning:

As a Voluntary Controlled (VC) School, we use Units of Study from the agreed Awareness, Mystery and Value (AMV) syllabus, in according with Somerset Standing Advisory Council on Religious Education (Somerset SACRE). The core concepts of God, Incarnation and Salvation are taught using Understanding Christianity Units of Study. The relevant AMV 2019 assessment goals for Agape are covered in the Understanding Christianity core concept of Gospel. By the end of each key stage, all pupils deepen their knowledge and understanding of the following. Further details are available on the Somerset Awareness, Mystery and Value website.

EYFS

Pupils work on the units of learning: Special Me, Special Times, Special Places and Special Stories.

Key Stage 1

Pupils learn about Christianity, non-religious worldviews and Judaism.

Christianity: God and Creation, Incarnation, Salvation and Agape (selfless, sacrificial, unconditional love) through the core concept of Gospel.

Judaism: God and the Covenant and what Jews believe about the Torah.

Key Stage 2

Pupils learn about Christianity, non-religious worldviews and three world religions (Judaism, Islam and Hinduism).

Christianity: Salvation, God and Creation, Incarnation, Trinity, Agape (selfless, sacrificial, unconditional love) through the core concept of Gospel.

Judaism: Deeper understanding of God and the Covenant, including Passover, and the Torah.

Islam: Submission to the will of Allah, Iman (faith) and Messengers of Allah.

Hinduism: Dharma (right-living, respecting life, honouring natural world), Deity (Brahman, Deva, Devi, Avatar) and Atman (The Divine within).

Religious Education is mostly taught by the class teacher with flexibility to allow for discussion, questioning and reflection in small groups and individually. Each unit is adapted to ensure that it meets the needs of the learners in each class. Careful planning of the content of themes and of learning tasks takes into account the needs of children at their different stages of development. Teaching and learning in Religious Education includes visits to places of religious significance; may involve outside visitors; and contributes to our school's promotion of community cohesion. However, visits and visitors to our school building are currently suspended to maintain COVID compliance.

A variety of teaching approaches are encouraged including: teacher presentations, role play, drama and storytelling, question-and-answer sessions, class and group discussions, debates, individual and group research, cross-curricular learning and using technologies to collating photographs, pictures and maps and to communicate ideas. Through Religious Education, a wide range of skills taught and attitudes promoted include those of engagement, investigation, evaluation and expression.

Impact:

Recording: Children's learning is recorded in a variety of ways. When appropriate, children use individual RE books, which show progress across each key stage.

Assessment Teachers assess each child's knowledge and responses in Religious Education.

Reporting At the end of each school year, the progress of each child in all aspects of their learning, including Religious Education, is reported to parents in an annual written report.

Monitoring The subject leader will assist the Headteacher in monitoring curriculum overviews and medium term plans, with respect to evident learning during work scrutinies, learning walks, feedback from pupils about their learning and discussion with colleagues. In accordance with Section 48 of the 2005 Education Act, monitoring will also occur through Statutory Inspection of Anglican and Methodist Schools (SIAMS).

Arrangements for the withdrawal of pupils from Religious Education and Collective Worship:

All parents have the right to withdraw their child from Religious Education and School Collective Worship. Information on these arrangements are clear on our website and parents are invited to speak with our Headteacher. There will always be opportunity for parents to discuss the contents of the R.E. curriculum with their class teacher, R.E. coordinator or Headteacher, should they have concerns.

Conclusion:

As a church school, we strive to create a stimulating environment where we nurture the spiritual and our moral beliefs of everyone in our school community. In approving this policy, the governors have considered their responsibilities to achieve these aims.

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Last Updated: November 2020