



## **Aims**

The aims of Religious Education at High Ercall are to help pupils learn **about** religions as well as **from** religions. We aim to enable pupils to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions in the United Kingdom and in particular of the faiths represented in our local community
- Develop and understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures from the local to the global
- Develop investigative and research skills to enable reasoned judgments about religious issues
- Enhance their own spiritual, moral, cultural and social development by:
  1. Reflecting on their own experiences and to develop a personal response to the fundamental questions of life, and how religious beliefs and practices can relate to them
  2. Express their own personal viewpoints in a thoughtful , reasoned and considerate way
- Develop a positive attitude towards other people who hold religious beliefs different from their own, and towards living in a society of diverse religions and beliefs

## **Statutory Requirements**

Our school curriculum for religious education 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 religious education classes if they so wish, although this should only be done once the parents have given written notice to the governing body. The ERA also allows teachers and teaching assistants to refuse to teach religious education, but only after they have given due notice of their intention to the governing body. 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.

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching and promotes education for citizenship. Our school RE curriculum is based on the Telford & Wrekin Religious Education agreed Syllabus 2014 [SACRE] and we follow the Telford and Wrekin SACRE RE Scheme of Work (Appendix 1).

## **Curriculum**

We use the Telford and Wrekin SACRE RE Scheme of Work written by Lat Blaylock and the basis for our planning. The topics studied in religious education build upon prior learning and we offer opportunities for pupils of all abilities to develop their skills and knowledge in each unit.

Progression is built into the scheme of work which offers the children increasing challenge as they move through the school.

The long-term rolling programme maps the religious education topics studied in each term during each key stage. We teach Religious Education both as a discrete subject and, where appropriate, in a cross-curricula approach with other subjects.

Where possible, we want our pupils to have opportunities to interact with local faith communities through visits to local places of worship or visits from members of local faith communities. These take place as part of both curriculum work in classes and our assembly programme.

### Two year rolling programme:

| <b>Year A<br/>18-19</b> | <b>Autumn</b>                                    | <b>Spring</b>                               | <b>Summer</b>  |
|-------------------------|--|---|--|
| <b>Class 1</b>          | RE through play                                  | Festivals: how are they celebrated?         | Creation and thanks giving: How do we say thank you? |
| <b>Class 2</b>          | Respect for everyone - what does that mean?      | Finding out about Christian churches        | Beginning to learn from Islam: Muslims and mosques   |
| <b>Class 3</b>          | Divali - How and why is the festival celebrated? | Living in harmony - stories to show we care | Leaders and followers in family life                 |
| <b>Class 4</b>          | What will make our community more respectful?    | Prayer: asking question and seeking answers | Why do some people think Jesus is inspiring?         |
| <b>Class 5</b>          | What will make our community more respectful?    | Expressing spiritual ideas through arts     | Religion and the individual: exploring commitment    |

| <b>Year B<br/>19-20</b> | <b>Autumn</b>   | <b>Spring</b>  | <b>Summer</b>  |
|-------------------------|---|--|--|
| <b>Class 1</b>          | Myself - who am I?  | Special stories - what can we learn?                         | Who celebrates what and how?                               |
| <b>Class 2</b>          | I wonder...questions that puzzle us                       | Symbols of belonging: what can we learn?                     | Holy words: Why do religious people love their scriptures? |
| <b>Class 3</b>          | Is life like a journey?                                   | What can we learn from visiting sacred places?               | Does a beautiful world mean there is a wonderful God?      |
| <b>Class 4</b>          | Values - what can we learn from Christians and humanists? | What can we learn from visiting sacred places?               | Keeping the 5 pillars of Islam today.                      |
| <b>Class 5</b>          | Words of wisdom from Sikhs, Muslims and Christians        | Christian aid and Islamic relief: Can they change the world? | Temptation: what can we learn from Muslims and Christians? |

## **Teaching and learning**

In accordance with Telford and Wrekin's SACRE RE Scheme of Work we have agreed that:

### Foundation Stage

We teach religious education to all children in the school, including those in the Reception class. In Reception classes, religious education is an integral part of topic work covered during the year within Knowledge and Understanding of the World. We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children in the Reception class. In the Reception class children will have opportunities to find out and learn about the world they live in. These experiences will include:

- learning about the beliefs and cultures of others;
- sharing the celebration of different festivals;
- hearing stories from a variety of cultural and religious traditions.

KS1 pupils will study Christianity as the principal focus and Islam as the major focus.

KS2 pupils will study Christianity as the principal focus, Islam as the major focus and Sikhism as a minor focus. Pupils will also learn about Hinduism, Judaism and Humanism.

The document 'Core Beliefs in Religious Education' 2014 covers the key aspects of Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism.

Each religion has a set of key elements which will be taught:

- Authority
- Founder
- Symbols
- Worship
- Lifestyle

## **Attainment Targets**

Religious Education has two attainment targets:

### AT1 Learning about Religion

- Identify, name, describe and give an account, in order to build a coherent picture of each religion
- Explain the meanings of religious language, stories and symbolism
- Explain similarities and differences between and within religions.

### AT2 Learning from Religion

- Give an informed and considered response to religious and moral issues
- Reflect on what might be learnt from religion in the light of personal beliefs and life experience
- Identify and respond to the questions of meaning within religion.

## **Inclusion**

In our school we teach RE to all children, whatever their ability. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties or talents. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

## **Assessment and recording**

We assess children's work in religious education by making informal judgements as we observe them during lessons. An assessment is recorded in the pupils' end of year report.

## **Role of Subject Leader**

There is a named Subject Leader for RE with responsibility for teaching and learning of RE throughout the school. They will assist colleagues in planning RE activities, give practical advice, attend courses and disseminate information to colleagues. A job description for this post exists.

## **Resources**

The Telford and Wrekin SACRE RE Scheme of Work identifies resources relating to each unit of work. We also have resources available to us from the Schools' Library and Multicultural services to teach all our religious education teaching units. We keep resources for religious education in MP1.

## **Monitoring and review**

Planning, teaching and learning for RE is monitored by the RE Subject Leader and Head teacher as defined in the School Development Plan.

The RE subject leader is responsible for monitoring the standards of the children's work. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The RE subject leader presents the Head teacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

**Policy Review: Reviewed July 2019.**

**To be reviewed in July 2022 or before if the curriculum requires change.**