



Elton Church of England Primary School Religious Education Policy

Rationale

'We believe that Religious Education taught according to this new syllabus will raise standards of teaching and learning and help to prepare the children and young people of Cambridgeshire for the challenges of the future. It will enable them to discern what is of value within and outside religious traditions and contribute to their own personal development and sense of identity.'

The Agreed Syllabus 2013 Religious Education in Cambridgeshire

Philosophy and Purpose

Religious Education holds an important position in the school curriculum. It helps children think about their responses to the big questions of life, exploring their own beliefs and learning about the beliefs of others. Through learning about religion, children develop their understanding of the values shared between different faiths and the core values which are central to the life of the school. This promotes the development of spiritual, moral, social and cultural understanding and prepares them for life in 21st Century Britain.

Aims

For pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions in the UK
- Develop an understanding of the influence of beliefs (both religious and secular) values and traditions on individuals, communities, societies and cultures
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions
- Develop the ability to make reasoned judgements about religious issues, with reference to the teachings of the principal religions represented in Cambridgeshire and the UK
- Encourage openness to ask questions and search for answers of meaning and purpose for themselves
- Enhance their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions raised by human experiences and of how religious teachings can relate to them
 - Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experiences
 - Reflecting on their own beliefs, values and experiences in the light of their study.

The Importance of Religious Education

- Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- Religious Education develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to ultimate questions
- Religious Education offers opportunities for personal reflection and spiritual development
- Religious Education enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as the influence of religion on individuals, families, communities and cultures
- Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- Religious Education challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- Religious Education encourages pupils to develop their sense of identity and belonging. It enables pupils to flourish individually within their communities and as citizens in a pluralistic society and global community

- Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Curriculum Organisation

Religious Education is largely taught as a discrete subject although cross curricular links are made where relevant to enhance learning. Pupils are taught by their class teacher who is responsible for ensuring that appropriate time is used to deliver the scheme of work effectively. A weekly lesson is timetabled for the teaching of RE although additional creative curriculum time throughout the week may also focus on RE concepts. The school applies the recommended teaching time from the Dearing Report (1993) as follows:

Key stage one pupils: 36 hours per year (approx 1 hour per week)

Key stage two pupils: 45 hours per year (approx. 1.25 hours per week)

Attainment Targets

There are two attainment targets for Religious Education which support the aims of the subject concisely. Religious Education must be relevant to pupils' own personal development and awareness. The two attainment targets are sometimes distinct in planning but often interwoven.

AT1 - Learning *about* Religion and Belief

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 - Learning *from* Religion and Belief

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

EYFS Curriculum

Pupils in EYFS are taught about Christianity and are given opportunities to learn about any religions or beliefs represented within the class, school and local community. The following Cambridgeshire core units are taught within the seven areas of learning and development:

- **Ourselves, Our Families and Our Communities** – where do we belong?
- **Celebrations and Special Times** – What happens at a festival? What happens at a wedding or when a baby is born?
- **Special Books** – What can we learn from stories about different religions?

Key Stage 1 Curriculum

In key stage 1 we build upon the experiences and backgrounds of the pupils. Pupils learn about Christianity and Sikhism. The following Cambridgeshire core units are taught:

- **The Family in Christianity**- What difference does belonging to a faith make to a family?
- **Places in Christianity**- What makes a church a special place for Christian people?
- **People in Christianity**-Who was Jesus? A great leader and teacher?
- **Celebrations**-Why is Christmas important to Christians?
- **Stories and Symbols**- How do the stories from the Gurus and the concept of Seva affect Sikh children?
- **Self and Community**- How does the Khalsa influence the lives of Sikh families?

In addition to the Cambridgeshire core units there are 6 school designed units of which 50% have a focus on Christianity, though not exclusively. The 6 school designed units are:

- **Christianity** – What can we learn from the teachings of Jesus?
- **Sikhism** – What happens at Sikh celebrations?
- **Christianity** – Why is Easter important to Christians?
- **Sikhism** – Where do Sikhs go to worship?

- **Our local community** – what evidence can we find in our local community of religious beliefs and practises?
- **Christianity** – How do Christians prepare for Christmas?

Key Stage 2 Curriculum

In key stage 2 pupils learn about Christianity and some details of the other principal religions, recognising the impact of religion and belief locally, nationally and globally.

There are 24 different units of study across the key stage. 12 of these are Cambridgeshire core units and 12 are school designed units of which 50% have a focus on Christianity, though not exclusively. Across years 3, 4 and 5 the following Cambridgeshire core units are delivered on a 3 year rolling cycle:

- **Hinduism**- What can stories and images of deities tell us about Hindu beliefs?
- **Jesus**- Who do people say I am?
- **Beliefs and Actions in the world**- What key beliefs influence people's faiths and how do people of faith live out their lives?
- **Christianity**- Why do people believe about the creation of our world?
- **Islam**- Why is prayer important to Muslims and not for some people?
- **Christian Worship**- How and why are churches different?
- **Judaism**- What is important for Jews about being part of Gods family?
- **Church People**- Who are the 'Saints of God' and why are they important?
- **The Church Year**- Is Easter a festival of new life or sacrifice?

The school designed units that are taught as part of the 3 year rolling cycle in years 3, 4 and 5 are:

- **Hinduism** – How do Hindus express their faith?
- **Eucharist** – What is the significance of food in different religious rituals?
- **Christianity** – How would I like to develop my relationship with God?
- **Christianity** – How should I show my care for creation?
- **Prayer** – How is prayer used in Christianity?
- **Signs and Symbols** – What is the importance of signs and symbols in different faiths?
- **Islam** – How are important days and people celebrated?
- **Inspirational People** – Stories from the Old Testament (Over 2 terms; Christianity and other faiths)

In year 6 pupils learn about Christianity, Judaism and Buddhism. The following Cambridgeshire Core Units are taught:

- **Christians in other parts of the world**- What is it like to be a Christian in Vellore?
- **Christianity and Judaism**- Is religion what you say or what you do?
- **Buddhism**- What does it mean to be a Buddhist? Can we all be enlightened?

In addition to the core units the following school designed units are taught:

- **Buddhism** – How do Buddhists demonstrate awareness and compassion for others?
- **Children of God** – What do I feel strongly about and why? What do I do that reflects this?
- **Children of God** – How do I feel about people whose beliefs are different from my own? (2007 Agreed Syllabus)

Inclusion

RE makes a significant contribution to inclusion, particularly via its focus on promoting respect for all. It is for all pupils, both from faith and secular backgrounds. We ensure inclusion for all by teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils bring to religious education, whatever their religious or philosophical background, so that all of them feel their contributions are valued
- meets all pupils' learning needs including those with learning difficulties and those who are gifted and talented, both boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds
- encourages the challenging of derogatory stereotypes

