

RELIGIOUS EDUCATION

Intent

Every child – regardless of gender, ability or background – will have the opportunity to learn throughout a diocese-linked curriculum that provides opportunities for the children to reflect, discuss and explore more about the world in which they live in. The curriculum provides children with the knowledge of different religious traditions, celebrations, stories and values.

Curriculum

At Handforth Grange Primary School Community Primary School and Nursery, we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others.

This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life. To promote the ideas of our school vision we believe that education in RE should be a child centred and engaging journey. Children will learn to understand the world and their place in it, know that all members of the school community, show respect and tolerance for others and develop a better cultural awareness. Children will have the opportunity to reflect and develop their spiritual awareness and form their own opinions. Thinking skills will be developed through child-led philosophical discussions.

The aims of RE in the school

At Handforth Grange Primary School Community Primary School and Nursery we aim to help pupils to:

- Acquire and develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain: Sikhism, Judaism, Islam, Buddhism and Hinduism.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain.
- Develop a positive attitude towards themselves and other people, respecting their right to hold beliefs that are different to their own.
- Enhance their spiritual, moral, cultural and social development by:
 - Develop an awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them reflecting on their own beliefs, values and experiences in the light of their study.

Implementing RE

Time allocation in each school phase

The East Cheshire agreed syllabus for RE states teaching time requirements as follows:

- Key stage 1 36 hours per year
- Key stage 2 45 hours per year.

This teaching will be carried out explicitly, through the teaching of RE and in a cross curricular way within a range of other curriculum areas including:- English, Drama, Music, History, Art, Geography and assemblies.

R.E. will be recorded in books following the school policy for presentation and will be marked in accordance with the school policy on marking.

Subject content - EYFS

In EYFS, children should encounter religions and world views through people, visitors, books, places and objects and by visiting places of worship. They should listen to and talk about stories and discuss their own religious experiences. Pupils should be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They are encouraged to ask questions and reflect on their own feelings and experiences. Children are exposed to a variety of religious celebrations, festivals and traditions throughout the year e.g. Easter, Eid and Diwali.

Subject content - Key Stage 1

During Key Stage 1, children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers within a local, national and global context. Children are encouraged to ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging. They should be prompted to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Subject content - Key Stage 2

During Key Stage 2, children should extend their knowledge and understanding of religions and worldviews recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. They are encouraged to make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They will learn about sacred texts and other sources and consider their

meanings. They will begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them.

Organisation and content

Our RE curriculum, is planned linked to the Cheshire East Diocese framework. In line with the schools creative and personalised curriculum, a teaching sequence is followed to ensure breath of study and coverage. Each phase, has a medium term plan, teaching sequence and knowledge sheets to follow to ensure teaching covers the key knowledge needed during each half term. Over learning PowerPoints are used to ensure the children gather the procedural knowledge needed and develop an understanding of the key vocabulary taught during each Religion. Care is taken to ensure that pupils have the opportunities to develop their understanding, knowledge, skills and concepts as they move through the school. Skills such as observing, questioning, discussing, evaluating and reflecting are encouraged in RE, as with many parts of the curriculum. Sensitivity to others and a readiness to listen to others' viewpoints are strongly encouraged.

Equal opportunities

The school believes that it is important for all children to have access to opportunities for spiritual development and awareness and for understanding of the great religious traditions.

Special Educational Needs

RE will be fully inclusive and taught at a level appropriate to the age, ability and experience of the pupils and is therefore accessible to all.

Assessment, recording, reporting and accountability

The East Cheshire agreed syllabus for RE provides targets for the end of each key stage. Evidence is gathered mainly through observation, oral discussion, written tasks, drawing and planning. The recorded evidence assists teachers both in their planning and in their reporting to parents and governors.

Withdrawal from R.E. teaching

Parents may withdraw their children from RE lessons and the school has a duty to supervise them, however schools do not have to provide additional teaching which may incur extra cost. Where the pupils have been withdrawn, the law does say alternative arrangements can be made for RE based on the kind of Religious Education the parents want the pupil to receive. If practical, RE should be provided at the pupil's own school; a cluster school or in another nearby school in the same area. If neither option is available, a pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.