



Religious Education

October 2020

Last reviewed by MS	October 2020
Next review date	October 2023

Beckley Church of England Primary School

Religious Education

Curriculum Intent

Each child will start learning – seeking knowledge and developing skills – to prepare them to make their way and to contribute, to make changes and to thrive in our changing world of challenge and delight. In this, we aim to...

- Develop foundations and individual enthusiasm for life-long learning.
- Inspire curiosity, confidence and creativity in all children.
- Teach the children with their strengths and interests in mind.
- Create many opportunities to spark interest for all children.
- Encourage a secure and positive attitude towards others and the environment.
- Be ambitious for every child, whatever their prior attainment or need.
- Encourage resilience through understanding the importance of making mistakes, listening and responding to feedback and being open-minded.

Aims and Rationale

Religious Education is part of all pupils' entitlement under the Education Reform Act 1988 to receive a broad and balanced curriculum, which "promotes the spiritual, moral, cultural, mental and physical development of pupils at school and in society, and prepares pupils for the opportunities, responsibilities and experiences of adult life" (Oxfordshire Agreed Syllabus)

At Beckley School RE is taught in accordance with the Oxfordshire Agreed Syllabus January 2020. Teachers refer to the New Patterns of Experience handbook to assist in delivering the legal requirements of the Agreed Syllabus. Our population is distinctively Christian and Christianity forms the main component in any programme of study. However, children will also learn about aspects of Judaism and Islam, as well as Hinduism, Sikhism and Buddhism.

Key aims for this subject include:

- To be aware of and respond to life experiences and the questions they raise.
- To know about and understand religious beliefs and practices.
- To evaluate the significance of religious concepts, beliefs and practices by being able to express personal opinions based on the use of appropriate evidence and argument.

DIMENSION OF RE

RE has two distinct dimensions - the implicit and the explicit:

Explicit - learning *about* religion. For example, aspects of specific religions such as festivals, artifacts, buildings, beliefs and symbols.

Implicit - learning *from* religion. Personal feelings and experiences, questions and responses to life, and in understanding how religion contributes to these.

ATTITUDES IN RELIGIOUS EDUCATION

It is vital that pupils are encouraged to develop positive attitudes to their learning and to the beliefs and values of others. The following four key attitudes are essential to good learning in RE and are developed throughout the curriculum:

- Self-awareness
- Respect for all
- Tolerance
- Open-mindedness
- Appreciation and wonder

ASSEMBLY/COLLECTIVE WORSHIP (see separate policy)

All pupils must take part in a daily act of worship of mainly Christian character, for the majority of sessions in each school term. However, parents have the right to withdraw their child from collective worship if they wish to do so.

THE IMPORTANCE OF RELIGIOUS EDUCATION

Religious Education should

- provoke 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
- develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these
- offer opportunities for personal reflection and spiritual development
- enhance 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
- encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- encourage pupils to develop their sense of identity and belonging, and enable them to flourish individually within their communities, and as citizens in a pluralistic society and global community
- play an important role in preparing pupils for adult life, employment and lifelong learning enabling them to develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own

- promote discernment enabling pupils to combat prejudice.

METHODS AND APPROACHES

Pupils will begin RE by exploring their experiences of themselves as individuals, of relations with others and of the world around them. They will reflect on their own feelings of pleasure, pain, awe, wonder, mystery, beauty and express those feelings through play, speaking, movement, music and art. Pupils will be encouraged to accept and value themselves and respect others.

Children's natural curiosity will be developed through sense. Their shared experiences will enable them to become aware that certain people, objects, places, clothing, foods and occasions have special importance and become more curious about the world in which they live. Pupils will be encouraged to adopt a reflective approach; to ask questions and to listen to the views of others.

RESOURCES

- Visitors, eg: local vicar, policemen, firemen, charity workers, Guide dogs for the Blind, other faith communities.
- Outings, eg: visits to local church, synagogue, and mosque.
- Tapes, eg: variety of cultural music and stories.
- Videos, eg: showing events such as weddings, christenings, worship, daily living. Also Bible stories.
- Artifacts representing all main religions.
- Internet: websites and power point presentations.
- Individual and personal experience.

ASSESSMENT, RECORDING AND PROGRESSION

RE will be assessed at any time and in a variety of ways through observations, written work, oral (including drama) or art work in relation to the QCA 8 level scale for Assessment in RE.

Assessment should be both formative (assessment for learning) and summative (assessment of learning). Formative assessment is on-going, enabling the teacher to identify areas of strength and development for each pupil and so provide targets for future learning. Summative assessment gives a summary of pupils' progress at the end of each unit of work or at the end of term, a year or a key stage.

Recording - work can be leveled, though levels are not required at KS1 and KS2.

CAN DO statements which are taken from the Oxfordshire Agreed Syllabus. Use of these *Can Do* statements in planning and assessment will enable teachers to fulfill Agreed Syllabus requirements for assessment.

Not everything that is taught in RE can be assessed but opportunities should be provided at regular intervals for pupils to demonstrate what they have learned about religions and what they have learned from a religion. The *Can Do* statements take account of the different aspects of each of the two attainment targets.

RIGHTS OF WITHDRAWAL

Parents have the right to withdraw their child/children from all, or part of the RE curriculum. Any concerns should be discussed with the Headteacher.