



West End Primary School

Religious Education

The Aim of the R.E. curriculum

The aim of the R.E. curriculum links firmly with the aims of the school in that we will strive to 'Foster an appreciation of and respect for the differences of belief and culture within society.' All R.E. taught at West End will be in accordance with the newly revised Lancashire Agreed Syllabus (2021) 'Searching for Meaning'.

'This revised syllabus is the legal basis for Religious Education in Lancashire. It is ambitious for all pupils and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each Key Stage. The syllabus aims to support pupils' personal search for meaning as they explore what it means to be human. It continues to follow the Lancashire Field of Enquiry model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. The syllabus also includes specific advice on effective methods of teaching and assessment. The aim is for teachers to develop the disciplinary knowledge needed to implement the curriculum effectively so that it has a positive impact on pupil achievement.'

(The Lancashire Agreed Syllabus 2021)

Principles

- The R.E. curriculum will incorporate opportunities to learn both about religion and human experience.
- R.E. has a particularly important contribution to make to the spiritual, social, moral and cultural development of children.
- All R.E. work will support the school's belief in the importance of developing the children's English, especially through the use of discussion and vocabulary.
- As in all subjects at West End Primary, the teaching of R.E. will be related to ages and individual abilities of the children, taking account of greater independence and previous learning experiences.
- To ensure the children have a wide range of experiences of other faiths and places of worship within the community, links have been made with local places of worship. A variety of trips and visitors will broaden the children's experiences and understanding.
- To stimulate learning and personal reflection, the outdoor environment and local area around school will be used frequently to embed and increase the subject knowledge.

The Law

The National Curriculum states the legal requirement that: Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils, and,
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. ...all state schools... must teach religious education to pupils at every Key Stage... All schools must publish their curriculum by subject and academic year online.



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(‘The National Curriculum in England: Framework document’, December 2014, sections 2 & 3)

Whilst Religious Education is a subject of the basic curriculum, it supports the values, aims and purposes which underpin the breadth of the National Curriculum. It supports learning across a range of subjects as well as broader educational aims.

Specifically:

- Personal, social, relationship, health and citizenship education.
- Spiritual, moral, social and cultural development.
- British Values (Promoting fundamental British Values as part of SMSC in schools Nov 2014 Department for Education).
- Community cohesion.
- The Prevent Duty (Revised Prevent Duty Guidance for England and Wales. March 2015 HM Government).
- Reading and writing skills.
- The arts: music, art, and drama.
- History and geography.

RE is taught for 5% of the curriculum time.

Key Skills and Understanding

Religious Education develops pupil’s knowledge and understanding of, and their ability to respond to Christianity, Islam and the other principle religions presented in Great Britain. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions (including ethical life stances), and their influence on individuals, societies, communities and cultures. (Lancashire Agreed Syllabus) Through the use of distinctive language, listening and empathy, R.E. develops pupil’s skills of enquiry and response.



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Within this understanding, pupils at West End Primary will be given the opportunity to:

- Develop an interest in and reflect upon the natural world around them and perceive their place in it.
- Develop an understanding of the nature of ultimate questions and the way in which human beings approach and answer such questions.
- Learn of significant figures and the meaning and place, which they have in particular religious traditions.
- Find out about the importance of sacred writing, places of worship, festivals, customs and ceremonies.
- Develop empathy for the experiences of others.
- Reflect upon insights gained and consider what is important for them.

To do this, the children will:

- Read and discuss a variety of key texts and stories.
- Have access to a range of artefacts.
- Ask and research the answers to questions.
- Visit significant places and respond to visitors.

Planning

As required by law, and in accordance with the Lancashire Agreed Syllabus, R.E. in West End Primary reflects the fact that, 'religious traditions are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' We follow the Lancashire SACRE planning to ensure the six main religions are taught in school. At West End, we have arranged the order the topics are taught, to fit in with religious festivals of the religions and to link the collective worship throughout school.

Christianity is taught within three strands: God, Jesus and Church. Christianity, Islam and Hindu Dharma are taught progressively across all year groups. Judaism - taught in year 1, 2 and 5. Sikhism - taught in year 3 and 4. Buddhism is taught in year 6 only.

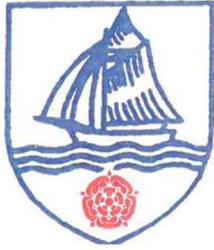


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The Agreed Syllabus includes the minimum 50% teaching time allocated to Christianity.

Resources

Each religion has a box of resources, which includes artefacts, storybooks, information books and resources to photocopy. Planning sheets are saved onto the school server and are taken from the Lancashire Grid for learning website.



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Teaching Methods

All teachers teach R.E. and use the Lancashire SACRE planning. The methods for teaching R.E. are varied and are intended to interest and stimulate the children. At West End Primary, we aim to move beyond transmitting information to helping the children seek meaning and develop understanding. The children will have as direct an experience as possible of a religion. This will include visits and visitors, handling artefacts and the use of visual resources, videos, photos and ICT presentations. The use of story helps children to consider important questions and morals, and set the scene for discussion. Active learning is important in R.E. and regularly involves art, role-play, discussion and music.

Equal opportunities

As in all areas at West End Primary, all children will be taught according to their own ability. Resources provided are suitable for all groups of children. The methods of teaching R.E. (see teaching methods) allow the children to interact with the subject at their own level.

Withdrawals

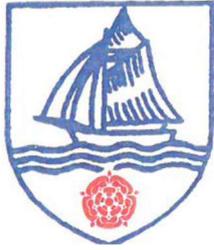
Parents wishing their child to be withdrawn from R.E. must seek permission from the headteacher who will then inform the Subject Manager and class teacher. Withdrawn children could be given an alternative task or sent to work alongside another year group. Any difficulties should be discussed with headteacher/Subject Manager.

Links with other subjects

Although R.E. is a distinct subject, it involves links with many areas of the school curriculum. R.E. supports the learning of English through discussion work, asking questions, reading and reflecting upon story (secular and religious) and in explanation of religious vocabulary. R.E. resources reflect global issues in that they represent religions from different cultures e.g. Afro-Caribbean Christians. R.E. supports Spiritual, Moral, Social and Cultural Development by looking at life questions, values, right and wrong and the preparing of children as citizens in a plural society.

Continuity and Progression

The scheme of work has been planned to ensure continuity and progression throughout year groups. Each year group approaches a theme with a key question to focus on. Teachers use the progression documents to understand what has been taught in previous year groups and by using the objectives and lesson ideas from the Lancashire Agreed Syllabus. This ensures progression of the religions throughout the year groups.



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Assessment and Recording

When assessing RE at West End Primary, teachers use observation and discussions they may have with the children. On completion of a piece of work, the teacher marks the work according to the feedback and marking policy. At the end of a unit or work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum and age related expectations.

Teachers will assess the children's knowledge of each religion taught and assess against 'Living Religious Traditions' and 'Beliefs and Values' only.

At the end of key stages, children's levels are reported to SACRE. RE is planned using the Lancashire's Agreed Syllabus as a content guide. This has two main attainment targets;

Learning about religion

This includes enquiry into, and investigation of the nature of religion, the range of beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the knowledge, skills of interpretation, analysis and explanation. Through this, the pupils should develop an understanding of ethical issues and an understanding of individual religions and how they relate to each other.

Learning from religion

This focuses on developing pupils' reflection on and in response to their own and other's experiences in the light of their learning about religion. Pupils should develop the skills of application, interpretation and evaluation of what they have learned about religions. Pupils should learn to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

Monitoring

The Subject Leader for R.E. monitors the subject through lesson drop ins, children's work, displays, and pupil voice. The result of any monitoring is shared with the teacher and sent to the Headteacher/SLT and any actions resulting from this are acted upon within a given time frame. The monitoring of standards of children's work and the quality of teaching in religious education is the responsibility of the RE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject through INSET, newsletters, network meetings and SACRE. Therefore, providing a strategic lead and direction for the subject in the school. The subject leader has the responsibility to organise a subject development plan and maintain resources.

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