

RELIGIOUS EDUCATION POLICY

Purpose and Value of R.E.

The study of Religious Education gives the children an understanding of what it means to be a person; how faith influences the way people live their lives; and the opportunity to consider a range of moral and ethical issues built on respect for others. There is an important element of awe and wonder inherent in the subject.

R.E. contributes to the fundamental mission and values of the school by enabling the children to become caring individuals, displaying mutual respect for others. Tolerance and compassion are important themes that run through the R.E. curriculum at Cheddington School, preparing all pupils for their journey onto secondary school and to becoming responsible global citizens in an ever-changing world.

At Cheddington School we follow the Buckinghamshire Agreed Syllabus and the curriculum is planned sequentially building on previous learning. The learning journey of R.E. throughout the school takes place right from the beginning of Early Years through to Year 6 and the main learning enquiries for each year group can be shown through the Curriculum Grid and Curriculum Roadmap. (Please see Appendices) There is a clear **Curriculum Intent** that underpins the whole teaching and learning of R.E. across the school.

Curriculum Intent

Here at Cheddington School through a planned coherent curriculum in R.E. pupils will explore the beliefs, values, practices and ways of life of the principle religions, other faiths and non-religious world views. They will be given opportunities to reflect on their own beliefs and attitudes and learn how our behaviour affects other people and the world we live in. Through a deep understanding of their own values and those of others, it will help them to make sense of the wider world and prepare them for life in the future.

To do this they will have opportunities to learn about the practices, beliefs and customs of the main religions and consider the similarities and differences between these and their own lives. Pupils will understand the importance of handling religious artefacts with care and learn about why they are important to believers. They will be given opportunities to visit places of worship, understanding what takes place there and the role of religious leaders within them. Pupils will be able to think about their own values and reflect on how this affects their role as part of the school, local community and wider world. Pupils will be encouraged to ask questions about life and think about how their own views will prepare them for the future. They will be given opportunities to consider opinions that may be different from their own and show sensitivity to the beliefs of others. Pupils will be able to investigate the religions in the local area around Cheddington and begin to understand how this affects the values and beliefs of the people that live in their own community.

At Cheddington School we follow the Buckinghamshire Agreed Syllabus for Religious Education.

At KS1 pupils learn this through the study of Christianity and Judaism by looking at; Our World, Belonging, Special Things, Important People, All About Me, Special Occasions, Important Places and Special Stories.

At KS2 pupils learn this mainly through the study of Christianity, Hinduism and Islam as well as exploring some of the other principle religions and non-religious world views. They look at; The

natural world, Festivals, Religion in the community, Worship, Symbolism, Rites of passage, Sacred texts, Places of worship, Founders and prophets, Pilgrimage, Diversity in religion and Ethics and morals.

Pedagogy and Expectations of the School

There are key skills involved in the study of Religious Education: the religious context; to show empathy; to understand experiences; and personal reflective and application skills. These are developed across the school years, exploring a range of subject content based around Key Enquiries as outlined in the Buckinghamshire Agreed Syllabus.

In Early Years, R.E. is taught as continuous provision through the Early Years Foundation Stage Curriculum and focuses on aspects of religious and non-religious worldviews. Pupils are given opportunities to reflect on their own personal beliefs and practices in their day-to-day lives as well as recognising that people have different beliefs and ways of living from around the globe.

In Key Stages 1 and 2 R.E. is allocated 1 hour teaching time per week focusing on the Key Enquiries from the Bucks Agreed Syllabus.

In Key Stage 1, Christianity is the main religion studied with Judaism also studied in some depth with reference to non-religious backgrounds. In Lower Key Stage 2, Christianity is the main religion studied with Islam and Hinduism also studied in some depth with reference to non-religious perspectives. In Upper Key Stage 2, Christianity is the main religion studied with Islam, Hinduism and Humanism. Within the Buckinghamshire syllabus it recommends that other religious traditions and non-religious worldviews can be studied where appropriate that reflect the needs and backgrounds of pupils and to provide greater depth of study.

The teaching and learning may include:

- Studies of the practices of major world religions.
- Studies of ethical issues which link across the curriculum.
- Use of ICT.
- Discussion and debate.
- Current issues as suggested by world events.
- Use of artefacts and a variety of primary and secondary sources of information. (e.g. Observations; video; personal accounts; newspaper information.)
- Use of art, music, dance and drama.
- Visits and visitors

Assessment

The acquisition of pupil knowledge and skills in Religious Education is measured by ongoing teacher assessment. There are clear milestones at the end of each year that are used to measure pupil progress.

Monitoring

The quality of provision and the effectiveness of the R.E. curriculum is monitored and evaluated by the subject manager. This is done through EMU sessions, lesson observations, book and planning scrutiny and staff discussions. Evaluating Monitoring and Understanding (EMU) sessions, specifically

give the subject manager the opportunity to have conversations with pupils about their learning in R.E. and to evaluate the progression of skills and knowledge throughout the school.

R.E. and Personal Development

Our R.E. curriculum plays a fundamental role in the development of the children's cultural capital through their exposure to a range of visits, beliefs and experiences that will help to enrich their lives. With regard to safeguarding, R.E. contributes to the children's emotional and mental wellbeing by allowing them to understand their own views and feelings as well as those of others. It helps to develop pupil's citizenship skills by giving them opportunities to find out about the religious and non-religious beliefs and practices around the world. Within our R.E. curriculum there are close links to PHSE and RSE where there is great emphasis on pupil's spiritual, cultural, moral and social development.

Policy reviewed: Autumn 2022

Date of next review: Autumn 2026

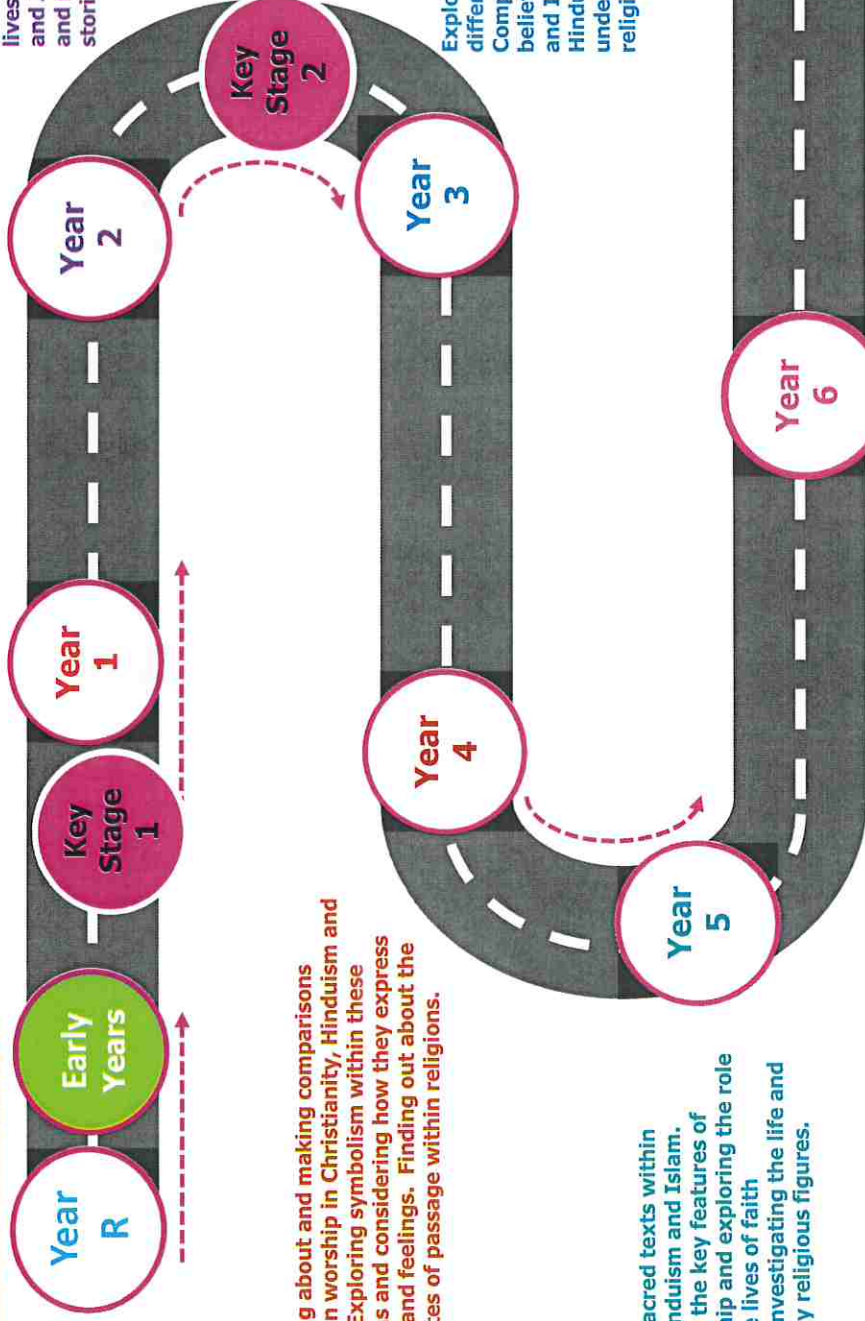
R.E.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our world – Why is it important to look after our world?	Belonging – How important are the groups we belong to?	Special things – What makes some things special?	Important people – What makes some people so important?	Religious Leaders (Link to important places)	Special Stories – Why are some stories more important than others?
Year 2	All About Me- What does it mean to be me?	Special occasions – Why do we celebrate special occasions?	Important places – Why are some places so special? Special Occasions – Lent and Easter	Religion in the community - What holds communities together?		
Year 3	Natural world - Why does it matter how we treat the world?	Festivals - What do our celebrations show us about what we think is important in life?		Rites of passage - What makes life so important?		
Year 4	Worship - Is there any point to worship?	Symbolism – How do religions express their beliefs about God?		Founders/prophets – What are the origins of the religions and why are the 'founders' so significant?		
Year 5	Sacred texts – Why are sacred texts and Holy books so important?	Places of worship – Are religious buildings really needed?		Ethics and morals - Where do our ideas of right and wrong come from?		
Year 6	Pilgrimage - Why do some people bother going on pilgrimage?	Diversity in religion - Why are there different views, beliefs and traditions in each religion?				

Progression in R.E.

The Journey Starts

Children in Year R understand how they celebrate special times with their own immediate family. They also recognise that people have different beliefs and celebrate special times in different ways.



Learning about and making comparisons between worship in Christianity, Hinduism and Islam. Exploring symbolism within these religions and considering how they express beliefs and feelings. Finding out about the main rites of passage within religions.

Exploring the sacred texts within Christianity, Hinduism and Islam. Learning about the key features of places of worship and exploring the role they play in the lives of faith communities. Investigating the life and teachings of key religious figures.

Looking at the similarities and differences between people around the world. Understanding the special objects, important people and special groups in their lives. Exploring special objects and people in Christianity and Judaism.

Reflecting on what it means "to be me" and the important aspects of their own lives. Learning about important Christian and Jewish festivals, places of worship and religious leaders. Exploring special stories from the Bible.

Exploring the idea of 'Creation' within different religions and belief systems. Comparing and contrasting the main beliefs within Christianity, Hinduism and Islam. Learning about Christian, Hindu and Muslim festivals and understand what they mean to religious communities.

Learning about religious pilgrimage and exploring diversity of beliefs and practices within religious communities. Focusing on ethics and morals and what religions teach about how we should live our lives.

End of KS2

Children will leave Cheddington Combined School with a solid understanding of the main world religions. They will have a firm grasp of their own beliefs and values and understand the importance of respecting the beliefs and practices of others. This will prepare them for their journey onto secondary school and adult life and enable them to become global citizens of the future.