

**Goostrey Community Primary School**

**Religious Education**

**The importance of Religious Education**

Religious education contributes dynamically to children and young people’s education in school by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of life and death and issues of right and wrong and what it means to be human. In RE children learn about and from religions and worldviews in local, national and global contexts, they discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Every pupil has a statutory entitlement to Religious Education as it makes a distinctive contribution to a broad and balanced curriculum. Pupils at this school shall be given the opportunity to explore the role and significance of religion in society and the important beliefs and values that shape the world today. Religious Education will help pupils understand the religious experience of others and the ways in which it gives adherents a sense of purpose and meaning in their lives. The exploration:

* provides a safe and secure environment for pupils to challenge prejudices and misconceptions
* supports pupils in their own search for meaning and purpose in life
* encourages tolerance and respect for themselves and for other people
* enables pupils to be discerning so that they can make informed choices about systems of belief whether faith based or secular
* encourages pupils to recognise and celebrate diversity in society
* enhances pupils’ understanding of history, art, music, literature and the media.

**NB** It is not the intention of Religious Education in maintained schools to promote the beliefs of any one religion/religious denomination or worldview.

*(Adapted from ‘A review of Religious Education in England’ Pg. 14 Religious Education Council 2013)*

**Aims**

Teaching shall equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse religions and secular worldviews.

Pupils shall gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They shall learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The curriculum for RE in this school aims to ensure all pupils:

1. **Know about and understand a range of religions and worldviews, so that they can:**

**•** describe, explain, evaluate and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;

**•** identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;

* appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

1. **Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

• explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;

• express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;

• appreciate and appraise varied dimensions of religion or a worldview.

1. **Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

**•** find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;

**•** enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;

**•** articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.

*(Adapted from ‘A review of Religious Education in England’ Pages 12-14 Religious Education Council 2013)*

**The Legal Framework**

Since 1944, all maintained schools have been required to teach RE to all registered pupils (with the exception that parents have the right to withdraw their children from the subject and pupils of 18 years of age can withdraw themselves). Religious education is a component of the basic curriculum, to be taught alongside the National Curriculum. 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.

The National Curriculum (2013) reiterates that all state schools must teach Religious Education and publish their curriculum by subject and academic year online.

(National Curriculum Framework Sept.2013 Pg. 4)

Religious Education must *‘reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain’*

*Education Act (1996 Section 375 (3)) & School Standards & Framework Act (1998, Schedule 19, para.5).*

Local Authorities (LA) must ensure that the agreed syllabus for their area is consistent with the Education Act of 1996 in order to produce a syllabus. **The statutory document in determining the teaching of RE is the locally agreed syllabus within the LA concerned.**

**The locally agreed syllabus for Cheshire East is,**

**“ Engaging Encounter and Reasoned Response”**

**agreed syllabus for Religious Education.**

A copy of this syllabus can be found on Staff Share in the Religious Education folder.

Accompanying the syllabus is an ***RE Handbook****. This contains tools to support the implementation of the statutory Cheshire East RE Agreed Syllabus.*

***Exemplar Plans*** *can be found in this Handbook.*

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**Scheme for Religious Education**

Since the introduction of the new Cheshire East Syllabus (July 2016), staff have worked with Mrs Sue Glover, RE Advisor and Mrs Benson, RE Subject Leader to devise a GCPS RE scheme. This scheme fulfils the requirements of the Cheshire East syllabus.

An overview of the scheme content can be found on Staff Share in the Religious Education folder.

Medium Term plans are being written as the staff use the scheme and as they develop the units of work with the children (Enquiry Led Learning). These plans shall also be stored in Staff Share in the Religious Education folder.

A new Cheshire East syllables is being developed for September 2022.

**Assessment**

At this time, assessment in Religious Education is in line with assessment for all other Foundation subjects at GCPS.

A pre planning vocabulary sheet is completed and stuck into each workbook by individaul child before the unit of work is taught, and a post unit vocabulary sheet is completed at the end of each unit. These pre and post unit vocabulary sheets are photocopied onto white paper and the band at the top of the sheet is brown (for ease of reference, and these sheets are referred to often in the course of the unit of work. A blank copy is to be found in the RE folder on Staff Share). This enables the child and the teacher to see the progress that has been made in the unit of work.

**Enquiry Led Learning**

ELL is at the heart of RE teaching at GCPS

The enquiry approach to teaching involves the use of key questions which pupils examine. Children should help to devise their own questions and decide where they might look for answers. The enquiry requires children, if possible to draw on existing knowledge and to identify their required learning needs.

Tasks should stimulate curiosity in the children, encouraging them to actively explore and seek out new evidence. There should be opportunities for independent learning.

Responsibility falls to the children to analyse and present the evidence in appropriate ways and in support of their own response to the questions they asked at the beginning of the topic.

This ELL should involve pupils using a wide range of skills, for example: - investigation, interpretation, analysis, evaluation and reflection. These should be linked to end of key stage statements to ensure continuity. ***The teacher must ensure that students do not wander aimlessly through a topic without rigour and challenge.***

**When monitoring my subject I expect to see**:

* Medium Term Planning should be recorded (electronically if possible in SR Religious Education), modified and honed for each unit taught. MT plans should be detailed enough so that another teacher could use the plans.
* Enquiry questions for each topic should be displayed on the classroom wall or in individual pupil workbooks. Answers can be added to these displays.
* If your classroom has a WAGOLL section, do display some RE there from time to time.
* From September 2019 an RE “working wall” is encouraged.
* If you display RE work in your classroom, tell the RE subject leader who will make a photographic record of the work.
* Please ensure that the children complete pre and post planning vocabulary sheets.
* There are so many ways to access Enquiry Led Learning in RE – drama, dance art work, mind maps, writing etc. Written work should be in an RE book and photographs of other work can be taken and stored in the RE subject folder.