

Skol Nansledan
Teaching and Learning Principles
Subject: RE

Mission statement:

To provide an outstanding education that ensures all pupils can reach their greatest potential and live by life's highest values.

Vision:

'Today's learners, tomorrow's leaders'

RE Intent:

Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Our RE curriculum allows our children to learn in a safe and stimulating environment, where all views, cultures, and religions are celebrated and valued. Children will learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

At Nansledan school our RE curriculum from EYFS to Year 6 is designed with the intent to promote curiosity and enthusiasm through open-minded enquiry, inspiring discussions and collaborative group work.

KS1 key objectives:

- Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.
- Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.
- Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.
- Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.

- Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.

KS1 pupils should be taught about:

- Who is Christian and what do they believe?
- Why does Christmas matter to Christians?
- Who do Christians say made the world?
- How and why do we celebrate special and sacred time?
- What can we learn from sacred books?
- What makes some places sacred?
- Who is a Muslim and what do they believe?
- Who is Jewish and what do they believe?
- What does it mean to belong to a faith community?
- How should we care for others and the world and why does it matter?

Lower KS2 key objectives:

- Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.
- Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.
- Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.
- Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.
- Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.

Lower KS2 pupils should be taught about:

- What does it mean to be a Christian in Britain today?
- Why are festivals important to religious communities?
- What do people believe about God?
- Why do people pray?
- Why is the Bible so important to Christians?

- Why is Jesus inspiring to some people?
- What does it mean to be a Hindu in Britain today?
- What can we learn from religions about deciding what is right and wrong?
- Why do some people think that life is a journey and what significant experiences mark this?
- How do family life and festivals show what matters to Jewish people?

Upper KS2 key objectives:

- Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.
- Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.
- Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.
- Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.
- Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship.
- Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.

Upper KS2 pupils should be taught about:

- What would Jesus do?
- How do people from religious and non-religious communities celebrate key festivals?
- Why do some people think God exists?
- If God is everywhere why go to a place of worship?
- What does it mean to be a Muslim in Britain today?
- Is it better to express your beliefs in arts and architecture or in charity and generosity?
- Creation and Science: Conflicting or complimentary?
- What matters most to Christians and humanists?
- What can be done to reduce racism?
- What difference does it make to believe in ahimsa, grace and/or ummah?
- Green religion: What can be done about the climate and the environment?

EYFS:

Understanding the World (The World): Children know about similarities and differences in relation to places and objects.

Understanding the World (People and Communities): Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Personal, Social and Emotional Development (Making Relationships): Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional Development (Managing Feelings and Behaviour): Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness): Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Planning:

When planning RE lessons teachers should refer to the RE overview and the RE scheme of work (RE today) to ensure that all objectives are met and coverage across the school is effective. Prior learning in RE should be recapped and discussed where relevant.

Trips to relevant places of worship and other RE related places should be considered where possible.

Teaching and Learning Expectations: *(non-negotiables)*

- RE lessons should be taught in a safe and stimulating environment, where all views, cultures, and religions are celebrated and valued.
- Children will share their views in a respectful and sensitive manner.
- RE shall be taught following the RE curriculum overview put in place by the RE coordinator. The overview includes units of work from the scheme 'RE Today' and some units from The Cornwall Agreed RE Syllabus.
- Each unit of work begins with an enquiry question which is clearly set out on the overview.
- Each unit of work has an assessment sheet with a list of objectives that should've been met. This should be found in the yellow RE folder provided to each class.

- According to the lesson outcomes, RE work should be recorded in the form of worksheets, art work, annotated drawings, photographs and notes of pupil voice.
- RE work should be stored inside the yellow RE folder for that class. After each lesson there is a plastic pocket in which to store the work from that lesson.
- Additionally a piece of work from each lesson should be stuck to the class's floor book, to show a coverage of work completed for each unit.
- The floor books provide ongoing and essential evidence of prior learning and should be referred to at the start of each RE lesson.
- An expectation of high quality work should be given to all pupils in line with other key subjects.
- Cross curricular learning should be taught where appropriate.
- Where appropriate, RE work should be displayed in classrooms and corridors.
- Teachers should use social media such as Facebook and twitter to celebrate and show case the RE learning that is happening across the school.

Working Walls/Displays:

Our RE work is recorded in a number of ways: photographs, artwork, drama, discussions and written format. The children's work, photographs and pupil voice are documented in floor books which travel with each class throughout their journey through Nansledan school. This enables the children to look back on their prior religious learning for consolidation and to review the progress they have made.

Where appropriate, RE work is displayed in classroom to showcase the children's learning and help promote children's memory of the unit.

Monitoring/Assessment:

We provide meaningful and purposeful opportunities to develop children's skills and responses through a cross-curricular approach. Informal ongoing assessment by Class teacher to include marking of learning, and discussion with the child. At the end of each unit (usually each half term) the class teacher will record the children who have met all of the objectives and those that may need to revisit some areas. This shall be fed back to the RE coordinator each term.

It is the responsibility of the RE co-ordinator to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements. The RE coordinator attends regular RE network meetings hosted by Aspire Trust. Nansledan works in collaboration with 31 other local schools who meet to discuss aspects of the RE curriculum, share ideas and good practise. Any relevant updates are fed back to the rest of the Nansledan teaching staff during staff meeting time and regular face to face discussions. The RE coordinator and Aspire RE network is always available should any questions regarding the teaching of RE arise.

Knowledge and Skills Progression: *(how is the curriculum organised)*

RE is taught an hour a week, however, occasionally teachers may prefer to teach a unit in a block to strengthen a particular topic. The school also meet together as a whole school as well

as in key stages and classrooms for assemblies which aim to reinforce morals and values expected from all pupils.

The school use the RE Today scheme of work alongside the Cornwall Agreed RE Syllabus. Each unit begins with an enquiry question for the children to investigate. As the children move through the school, they learn about different religions of the world, places of worship and festivals with an emphasis on how it can be related to children's lives and what we can learn from each religion.

They begin to recognise that religious ideas and beliefs make a difference to the families that practise them. They reflect on how spiritual and moral values relate to their own behaviour. Children are also encouraged to discuss their own and others views of religious truth and belief, expressing their own ideas. This is encouraged through discussions as a whole class, in groups and pair work.

The teaching of RE will equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should encourage in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views. They will be able to articulate clearly and coherently their personal beliefs, ideas, values and experiences, while respecting the right of others to differ.

SEND pupils are supported through providing suitably scaffolded work to meet the needs of the pupils and where appropriate; working mixed ability groups or pairs. Teaching will take into account the language skills of individual pupils, ensuring all pupils have equal access to RE. Children are encouraged to share ideas with their peers and adult support is used to help with more difficult religious concepts.

We actively encourage children to explore their world and study the impact of modern life on ourselves and the natural environment. RE will give our children the perspective they need to live peaceful, considerate and informed lives, showing care and compassion for the wonders of our Earth and its people.

Right of withdrawal.

In keeping with the law, parents/carers may withdraw their children from RE provided they give written notification to the Head of School. The academy will ensure that suitable supervision is provided. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

Equal Opportunities

We believe that all children, irrespective of background, race, gender or ability should have equal opportunity and access to the curriculum as stated in each curriculum policy.

Agreed:

Review Date: October 2023