

CURZON C OF E COMBINED SCHOOL

RELIGIOUS EDUCATION (RE) POLICY

INTRODUCTION

“RE remains a vital academic subject for education in the 21st century. Studying RE gives young people the knowledge, understanding and motivation they need to understand important aspects of human experience, including the religious, spiritual, and moral. It gives insights into the arts, literature, history, and contemporary local and global social and political issues. It provides them with a space in the curriculum to reflect on their own worldview and to engage with others whose worldview may be different. The young people that we have spoken to have told us that RE enables them to have better friendships and to develop greater respect and empathy for others. RE is highly valued by many employers, who increasingly understand that in a globalised world, understanding others’ worldviews and their impact on people’s lives is essential to success.”
Religious Education for all Sept 2017 by the Commission on Religious Education

The Governors are cognisant that Curzon is a voluntary aided Church school, and have adopted a statement on spirituality that recognises the Christian ethos on which the school is based. The statement respects individual beliefs, and yet seeks to ensure that each child receives an understanding of the spiritual foundation laid down by Jesus Christ and set out in the Bible.

Our common purpose as a school in the community

Curzon School is no different from any other school in wanting to provide children with equal access to a broad, balanced curriculum, which will enable them to develop knowledge, understanding, skills and attitudes. We are committed to providing a happy, caring and supportive atmosphere that is sensitive to the needs of all, and to encouraging children to think for themselves, take initiative and develop self-confidence. Like all schools we want to help children develop respect for and acceptance of others. We also are committed to helping children to develop socially, enabling each child to contribute both as an individual and as a team member, developing an appreciation of the value of participation and the efforts of others.

Our Christian distinctiveness

But in addition to these general aims, we wish to provide children with a spiritual foundation on which they can build their lives, grounded in the example of Jesus Christ and the teachings of the Bible. We wish to model and teach Christian principles in every aspect of school life, so that children emerge from our care with an understanding of universally-applicable values that they have seen worked out in practice. We wish to provide an environment and atmosphere in which the acknowledgement and worship of God is fully integrated into daily living. We are committed to helping children and all others involved in school life, to develop as spiritual people, aware that their life has a supernatural dimension and developing a relationship with God through prayer, worship, study and fellowship with others.

The DCSF document *Religious education in English schools: Non-statutory guidance 2010* (DCSF-00114-2010) states “Religious Education has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled”. Should parents request that their child be withdrawn from Religious Education lessons and acts of worship, the child must be excused attendance and the child’s parents/ carers should provide alternative work for the child to be engaged in during these sessions. However it should be recognised that Religious Education is not a subject that is just confined to the classroom. The spiritual and moral development of pupils as listed above is affected by all aspects of school life, and the values, ideals and lifestyle choices that result from this pervade the whole school community. It is therefore anticipated and encouraged that all children would be included in the RE curriculum as parents have opted to send their children to a church school.

‘Learning, sharing and growing under God.’

AIMS

- “To enable pupils to know about and understand Christianity as a living faith that influences the lives of people world-wide and as the religion which has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impacts on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.”

All taken from the National Statement for Entitlement June 2016.

While the individual beliefs of all pupils are respected, within Curzon C of E Combined School these aims are pursued primarily by teaching and modelling of values, ideals and lifestyle choices that are grounded in the example of Jesus Christ and the teachings of the Bible. This is consistent with Curzon’s status as a voluntary aided Church school.

OBJECTIVES

- To provoke and address challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong, and what it means to be human.
- To encourage pupils to explore their own beliefs about God
- “To equip the pupils with the knowledge and skills to understand the Christian gospel” (from the Understanding Christianity national scheme of work)
- To enable pupils to build their sense of identity and belonging
- To teach pupils how to develop and promote respect for others,
- To promote pupils to develop respect for others
- To challenge pupils to respect their responsibilities

While the individual beliefs of all pupils are respected, these objectives are primarily addressed within a Christian understanding, as informed by the life of Jesus Christ and the teachings of the Bible.

CURRICULUM CONTENT

The RE curriculum is devised predominately from the Understanding Christianity programme that allows children to engage with a rich and varied curriculum. The units taught allow pupils to have an in depth understanding of Christianity as a living world faith. By exploring core theological concepts, the units enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians. They help children to connect, critically reflect upon and grow in their understanding of religion, primarily Christianity, the world and the human experience. In addition, pupils have opportunities to understand and make links between the beliefs, practices and value systems of the range of faiths and world views that they will study.

The programme will run on a two year rolling programme arranged to accommodate the split year groups in classes. For Key Stage 2, there are a total of twelve study units that develop their knowledge of the storyline of the Bible, Christianity’s impact on the world and how other world faiths practise and express their beliefs. The programme ensures that central Christian RE teaching fulfils the national statement of entitlement, that at least at least 2/3rds of the RE curriculum is focused on Christianity.

Recommended guidance in the Buckinghamshire Agreed Syllabus is that 5% of curriculum time across the year is spent on R.E. (on average 1hr 15 min per week). The school aims to achieve this through both RE lessons and flexible curriculum structure and cross curricular links. Examples of other RE celebratory events that enhance the pupil’s understanding of the church calendar year are the Christmas and Easter lunches, Coin rolling, making of Easter gardens, Pancake celebrations etc. Time is also given to each class learning about Biblical teaching, in preparing work for acts of collective worship at the school or church e.g. Harvest, Christmas, Easter, Leavers’ service etc, religious productions in KS2 and the annual nativity in KS1.

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CONTINUITY AND PROGRESSION

By following the Foundation Governors Key Elements sheet, the unit plans and their attainment statements, continuity and progression takes place across both key stages. This is assured by close liaison between class teachers and the RE Co-ordinator.

RECORD KEEPING, MARKING AND ASSESSMENT

Teachers will challenge pupils' ideas and beliefs by giving them the opportunities to reflect on 'big questions' linked to the learning objective. Medium term teaching plans are annotated following lessons taught and the Foundation Governors Key Elements list (see end of policy) is completed at the end of the unit. Both are passed to the RE Coordinator. Teachers use assessment statements to monitor pupil progress. The child's attainment in RE is noted in the end of year report to parents.

SEN/G&T It is expected that teachers of pupils with Special Educational Needs in their class will modify the RE provision to meet the needs of their children when undertaking their short-term planning. This includes meeting the challenges of more able and talented pupils. This will be done through effective differentiation and classroom strategies; work in KS2 pupils' books should show a complete and positive reflection of their work and understanding of the lesson. Talented RE pupils in Years 4 to 6 are invited to be part of an RE group to discuss 'big' questions further to challenge deeper level thinking.

MONITORING, EVALUATION AND REVIEW

The RE Co-ordinator monitors the delivery of RE by reviewing teachers' annotated plans, teachers' completion of the Foundation Governors Key Elements sheet, samples of children's work and classroom displays. (It is expected that as a church school, there will always be a Christian display within each classroom to provoke thought and reflection in each class.)

The RE Co-ordinator meets with each teacher at the beginning and end of each unit to support with the planning and quality of teaching. Any feedback is entered into the planning so that plans are constantly being refined.

RESOURCES AND INVOLVEMENT OF OTHERS

The RE Coordinator provides plans and resources which effectively equip the teacher and support Christian and Biblical teaching. Practical resources to support classroom learning are stored in the resources cupboard. Multicultural and multi faith resources are borrowed from the METAS centre each term.

All teachers are expected to attend Diocesan training regularly to enhance their skills.

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is then planned.

The church building, local minister and other places of worship are used to support appropriate topics of the RE curriculum wherever possible. RE human resources also include the people involved within the school community, friends, families, church members, local Christian leaders and leaders of other faiths. Parents who have a commitment to a particular faith community are also encouraged to visit the school as part of the RE curriculum. Foundation Governors visit the school regularly and actively seek opportunities to be involved in the RE curriculum.

March 2018

Review

This policy will be reviewed biennially or sooner if necessary. Review Date: September 2020

KS2 – 2 YEAR ROLLING PROGRAMME – 70% Christianity 30% Other World Faith

Each term will have a Christian unit and a supporting world faith mini unit linking the same themes

8 Key Concepts: God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God

[Other Faith Links](#)

		Autumn	Summer	Spring
YEARS 3 & 4	Year A	<p>2a.3 What is the Trinity?</p> <p>Incarnation</p> <p><u>Symbolism</u> <u>How do religions express their beliefs about God?</u></p> <p>Yr 3 Hindu - Brahman and the gods and goddesses, murtis, fire, light, prashad, symbolic rituals, body posture, aids to worship.</p> <p>Yr 4 Sikhism The 5 K's – Kesh, Kara, Kanga, Kaccha, Kirpan</p>	<p>2a.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Salvation</p> <p><u>Rites of Passage</u> <u>What makes life so important?</u></p> <p>Yr 3 Hindu – The Ceremony of the Sacred Thread/ Marriage</p> <p>Reincarnation</p> <p>Yr 4 Sikhism Reincarnation Hukam – The will of God (Waheguru)</p>	<p>2a.4 What kind of world did Jesus want?</p> <p>Gospel</p> <p><u>How do our celebrations show about what we think is important in life?</u></p> <p>Yr 3 Hindu Holi, Diwali, Navaratri and how they express Hindu beliefs.</p> <p>Yr 4 Sikhism How do Sikh celebrate Vaisakhi? The formation of the Khalsa</p>
	Year B	<p>2a.1 What do Christians learn from the Creation Story?</p> <p>Creation and Fall</p> <p><u>Sacred Texts & Traditions</u> <u>Creation and Holy Books</u></p> <p>Year 3 Hindu Creation story Brahma, Vishnu and Shiva</p> <p>Year 4 Sikhism Oneness of Creation (Waheguru)</p>	<p>2a.6 When Jesus left, what was the impact of Pentecost?</p> <p>Kingdom of God</p> <p><u>Is there any point to worship?</u> <u>(Link – Pentecost affected how we communicate with God via the Holy Spirit)</u></p> <p>Year 3 Hindu – Pujas and Yoga</p> <p>Year 4 Sikhism Purpose of a Gurdwara</p>	<p>2a.2 What is it like to follow God?</p> <p>People of God</p> <p><u>Religion in the Community</u> <u>What is it like to follow God?</u></p> <p>Yr 3 Pilgrimage and rituals Nitya, Naimittika and Kamyā</p> <p>Yr 4 Sikhism The 5 K's – Kesh, Kara, Kanga, Kaccha, Kirpan – What is their purpose and how do they build the community?</p>

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<p>Years 5 & 6</p> <p>Year 5 Buddhism</p> <p>Year 6 Islam</p>	<p>Year A</p>	<p>2b.1 What does it mean if God is holy and loving?</p> <p>God</p> <p>Ethics Morals and Issues Year 5 Buddhism Three Universal Truths and 8 Spoke Wheel</p> <p>Year 6 Islam - Teachings from the Qur'an, Hadith and Sunnah of Muhammad about living together and our duties to others and the world. Fundamentalism ?</p>	<p>2b.6 What did Jesus do to save Human Beings?</p> <p>Salvation</p> <p>Rites of Passage What makes life so important?</p> <p>Year 5 Buddhism Samsara. Through karma and eventual enlightenment to Nirvana</p> <p>Year 6 Islam Islamic beliefs about Allah and the Qu'ran</p>	<p>2.b.5 What would Jesus Do?</p> <p>Gospel</p> <p>Founders and Prophets What are the origins of religions and what makes 'founders' so important?</p> <p>Year 5 Buddhism How Prince Siddhartha became the Supreme Buddha and his teachings</p> <p>Year 6 Islam Who was Muhammed (PBUH)?</p>
	<p>Year B</p>	<p>2b.2 Creation and Science – Complimentary or Contradictory?</p> <p>Link to evolution</p> <p>Creation and Fall</p> <p>Year 5 Buddhism</p> <p>Ethics Morals and Issues</p> <p>Year 5 Buddhism Three Universal Truths and 8 Spoke Wheel</p>	<p>2b.7 What difference does the resurrection make to Christians?</p> <p>Salvation</p> <p>What makes life so important?</p> <p>Year 5 Buddhism Samsara. Through karma and eventual enlightenment to Nirvana</p> <p>Year 6 Islam Islamic beliefs about Allah and the Qu'ran</p>	<p>2b.8 What type of King was Jesus?</p> <p>Kingdom of God</p> <p>What are the origins of religions and what makes 'founders' so important?</p> <p>Year 5 Buddhism How Prince Siddhartha became the Supreme Buddha and his teachings</p> <p>Year 6 Islam Who was Muhammed (PBUH)?</p>

KEY STAGE 1 – Different content will be covered using the same theme title for the unit topic as they are studied in half termly blocks.

		Autumn	Spring	Summer
Years R, 1 & 2	Half Term 1	1.2 Who made the world? Our World All About me What makes some things Sacred? Judaism	1.4 What is the good news that Jesus brings? Special People, Special Stories, Special Occasions – Judaism Important places Ed visit	1.1 What do Christians believe God is like? Belonging All About Me Special Stories Moses
	Half Term 2	1.3 Why does Christmas matter to Christians? Special Occasions Who was Abraham?	1.5 Why does Easter matter to Christians? Special Occasions – Why does it not matter to others? Hanukah and Joseph Maccabee	F:1 Why is the word 'God' so important to Christians? Our World all about me. Who are important people in the church? What does a Rabbi and a vicar do?

Link to Buckinghamshire agreed syllabus: <https://schoolsweb.buckscc.gov.uk/media/5418/agreed-syllabus-online-version-2016.pdf>

GOOD RE WEBSITES AS AT MARCH 2016

<http://www.barnabasinschools.org.uk/find/all/ideas/1/re/>

<http://www.reinspired.org.uk/schools>
<http://www.reinspired.org.uk/sessions>

<http://www.bbc.co.uk/education/subjects/zxnygk7>
<http://www.bbc.co.uk/schools/religion/>

<http://www.request.org.uk/unpacked/teachings>
<http://www.request.org.uk/main/festivals>
<http://www.request.org.uk/issues>

<http://www.reonline.org.uk/>

<http://www.stapleford-centre.org/>

<http://www.nationalgeographic.com/>
<http://photography.nationalgeographic.com/photography/>
<http://video.nationalgeographic.com/video/diwali-lights-festival>

<http://www.tes.co.uk/>

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<http://www.godlyplay.org.uk/>

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KEY ELEMENTS Foundation Governors wish to see incorporated within RE Units at Curzon

	Aspects to consider when planning	Feedback how / whether you have been able to do this
1	Opportunities to develop pupils' ability to pray	
2	Develop understanding of God's character, in particular His love, justice, forgiveness and grace.	
3	Develop knowledge of Jesus, who He is, what He is like and why He came to die and rise from the dead / the reason He came to earth.	
4	Increase no of Bible stories pupils know	
5	Opportunity to visit church	
6	Opportunity to have vicar involved in unit	
7	Outlook: God/Jesus first, Others next, yourself last (opposite of today's culture of 'me first'!)	
8	Opportunities for quiet reflection	
9	Use of outdoor environment and God's creation	

Name of teacher:

RE Unit:

Date: