

## A Policy for Religious Education

### Rationale

Religious Education contributes dynamically to pupils' education in schools by provoking challenging questions about meaning and purpose of life, beliefs about God, ultimate reality, issues of life and death and issues of right and wrong and what it means to be human. *(Religious Education in Cheshire East)*

### Purpose

The purpose of Religious Education is to equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their own 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 and non-religious worldviews. *(Religious Education in Cheshire East)*

The curriculum for Religious Education should aim to ensure that all pupils:

- 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.
- 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 a religion or a non-religious worldview.
- 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.

*(Religious Education in Cheshire East)*

### Curriculum

**Police No: 52 – Religious Education**

RE is an important part of the school's own curriculum. Through the teaching of RE the school will be teaching the skills which are central to the school's curriculum known as the Core Drivers.

**Core Drivers - ALPS**

*Our core drivers underpin our curriculum and are our intent that will enable us to shape the curriculum around the needs and wants of our school and the children.*

- ✓ **Academic Excellence** – our curriculum strives for excellence. We know that only our best is good enough and we work hard to maximise progress in learning for all children regardless of their starting points— academic, social and emotional, so that they can be the best they can be and make a positive difference to themselves and others in their community.
- ✓ **Life Long Learning** – our curriculum allows children to develop learning skills: readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners they can be so that they are prepared for the challenges we will face.
- ✓ **Possibilities and Risks** – our curriculum allows children to explore what is possible to be achieved when they identify goals based on consideration of people as unique individuals, with their own passions and ideas. We challenge children to extend their boundaries and develop independence.
- ✓ **Social Intelligence** – our children learn how to appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

**Guidelines**

**Our Religious Education** is taught in accordance with the Cheshire East RE Agreed Syllabus 2022-2027 (Statutory)

**Three Aspects of Study Linked to Aims**

**Engaging Encounter with Religions and Non-religious Worldviews**

This aspect of study requires pupils to:

- Acquire knowledge of religious beliefs, practices and values in principal religions/non- religious worldviews represented in Great Britain and beyond e.g. 6 principal religions, other religions, and secular philosophies, e.g. Humanism.
- Develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies, and cultures.
- Describe, explain, evaluate, and analyse beliefs, values, and practices.

Within this aspect a pupil should study beliefs; teachings; practices and ways of life; expression and language. In simple terms what people believe; what they do and how they express themselves. The concepts which underpin a religion or non-religious belief system should be the basis for all encounters within religion and non-religious worldviews.

### **Reasoned Response to Religions and Non-religious Worldviews**

This aspect of study requires pupils to:

- Develop the ability to make reasoned critical responses and informed judgements about religious and moral issues.
- Explore and learn to communicate their own beliefs, values, and experiences in terms of the spiritual, moral, social, and cultural aspects of life by: *developing an awareness of the fundamental questions of life raised by human experience and how religions seek to answer them; responding to such questions by relating religious beliefs, practices and values to their own understanding and experience; reflecting on their own beliefs, values, and experiences in the light of their study.*

Within this aspect, pupils should study issues of identity, belonging and diversity; meaning purpose and truth; values and commitments. In simple terms making sense of who we are; making sense of life and making sense of right and wrong.

### **Connecting Communities in Religions and Non-religious worldviews**

This aspect of study requires pupils to:

- Develop understanding of how and why people put their beliefs into action in many diverse ways.
- Explaining the diversity within and across religious communities/worldviews Comparing and contrasting the similarities and differences in those communities.
- Explain reasonably their ideas about how beliefs, practices and forms of expression have come to influence individuals and communities; Appreciate and appraise a religious/ non-religious worldview.

Within this aspect pupils should use the skills of interpretation, analysis, and explanation to engage in an open and sensitive exploration of religious and non-religious worldviews

N.B - There are many opportunities for teaching R.E. in a cross curricular way. For example, Literacy, Drama, Geography, Art, P.S.H.E and Music are all valuable subject areas through which R.E teaching can be introduced.

NB – Wherever, or whenever, possible we will try to draw on support and guidance from our school and local community for input whether it be in school based activities or activities based in the community.

## **Foundation Stage**

Children should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. In line with the DfE's 2021 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide opportunities for pupils to explore through: communication and language; personal social and emotional development; understanding the world; expressive arts and design; literacy and mathematics.

Children will study RE in Reception as part of the Early Years Foundation Stage Curriculum- 'Understanding of the World'. Objectives will be matched to the 'People, Cultures and Communities' section of this area of learning to help children to begin to show an interest in and learn about their own culture, traditions and beliefs as well as those of other people. Children in Reception will also develop spiritual and moral qualities through the curriculum area of Personal, Social, Health and Economic Education.

## **Key Stage 1**

At key stage one, children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers within a local, national and global context. Children ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### **1 Religious, Spiritual and Cultural Development**

Opportunities are planned for children to

- focus on Christianity in EYFS, Christianity and Judaism in Year 1 and Year 2
- enhance their awareness of religion **and non-religious worldviews**
- read stories from principal religions
- develop their understanding of festivals and celebrations
- explore artefacts

- develop their understanding of places of special importance for believers
- learn about the lives of important religious figures

## 2 Spiritual and Moral Development

Opportunities are planned for children to develop the spiritual and moral qualities of:

- honesty
- truthfulness
- compassion
- courage
- respect for each other
- caring for each other
- caring for the environment
- choosing between right and wrong

### **Key stage 2**

Children should extend their knowledge and understanding of religions and worldviews recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. They make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them.

## 1 Religious, Spiritual and Cultural Development

Opportunities are planned for children to:

- focus on Christianity, Judaism and Islam in Year 3 and Year 4 and Christianity, Islam and **Hindu Dharma** in Year 5 and Year 6.
- explore features common to religions
- investigate different ways in which religious **and non-religious worldviews** are expressed, such as literature, art, music and architecture
- explore how beliefs are expressed in practices, such as prayer, festivals, gifts, cards, dancing and singing
- experience personal reflection, and to develop personal beliefs and values.

## 2 Spiritual and Moral Development

Opportunities are planned for children to develop sensitivity by exploring a range of issues

- family and community life
- personal responsibility
- concern for others
- environmental concerns
- friendship
- forgiveness
- tolerance
- social responsibility.

## **Teaching Time**

### **Foundation stage**

We will explore traditions, beliefs and cultures at relevant points throughout the year. Our aim is to prepare children, by the end of Reception, to be moving towards the statutory requirement for Key Stage 1.

### **Key stages 1 and 2**

The yearly recommended time allocated for RE:

- 36 hours per year in Key Stage 1
- 45 hours per year in Key Stage 2

### **Homework**

Weekly homework can be set, in both key stages one and two to extend opportunities provided in class. The homework policy gives guidance in this matter.

### **Trips**

During their time at Alderley Edge Community Primary School, children will visit 3 religious places of worship for different faiths.

### **Key Stage One**

- Year 1 children will visit the Synagogue

### **Key Stage Two**

- Year 3 children will visit the Mosque
- Year 5 children will visit the Hindu Temple

All children visit local Christian churches annually.

### **Conclusion**

All pupils are encouraged to explore religious beliefs, non-religious worldviews, practices and values. It is not the intention of Religious Education to promote the beliefs or practices of just one religion or denomination.

**Review:** every 3 years

**Next review:** January 2027