



# **Limehurst Primary School**

## **Subject Leader Report: Religious Education (RE) by Gemma Wood**

### **INTENTION: Subject Overview**

At Limehurst Primary School, we help all children to develop an understanding of the significance that religion plays in people's lives and how it has influenced history and the development of society. We use the Oldham Agreed Syllabus (SACRE) and Discovery RE as our scheme of work whilst making meaningful links to the other subjects of the curriculum. Our aim is to generate a curiosity to learn about religion that will help children understand about faiths, beliefs and how religion has influenced the education of people in the society in which we live. The focus being, where there is an understanding, there is an acceptance of difference.

### **Intent**

- To develop children's knowledge and understanding of the significance and influence of Christianity and other faiths on history, society and our lives today.
- To help all children develop an understanding of religion, faith, belief and culture.
- To enable children to learn about key religious leaders and their impact on people's lives.
- To make links with other subjects of the curriculum where appropriate.
- To deepen children's knowledge and understanding by studying one religion at a time and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices.

## **IMPLEMENTATION: Planning, sequencing and skills progression**

### **Implementation**

- We will begin the teaching of religious education in EYFS as the children begin developing their knowledge, skills and understanding of the world by finding out about festivals and worship.
- As the children move through Key Stage 1 and Key stage 2, the children will build on their earlier work using the Oldham Agreed Syllabus as the guidelines for teaching and learning.
- Significant links are made with the teaching of English. Stories, plays and poems from the bible will be shared with the children.
- Religious Education will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
- As they become older the children will learn about Christianity and at least one of the other major world faiths as set out in the Agreed Syllabus.
- Art, design technology, drama will be closely linked with Religious Education as children use these subjects to communicate what they have learnt.
- On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.
- Through their understanding of the different faiths and beliefs children will be encouraged to develop their feelings and 'empathy and understanding for others.
- Through their understanding of Religious Education learners will be helped to develop an understanding of the British society in which they live.
- Children will learn about the influence of religion, faith and belief on democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, spiritual, social and environmental issues.
- We will build up a collection of resources, artefacts and books along with the resources already in school to support the teaching of religious education.

## **IMPLEMENTATION and IMPACT: Assessment, monitoring and evidence**

### Impact

- Religious Education will be taught and learnt in an engaging and visual way.
- The impact our RE curriculum is having will be sought directly from the pupils in pupil interviews and book scrutinies. This enables the co-ordinator to gather pupils' opinions to ensure that their work, skills and knowledge reflects the intent. Together with information gained from assessment, action can be taken to further develop our RE curriculum.
- Parents, grand-parents, carers and members of the Faith Community will be encouraged to support the teaching and learning of Religious Education.
- Pupils will develop an understanding and respect for different faiths and the religious diversity of our wider community.
- The children will see how religion and faith has shaped our society.

Children will be able to make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority like religious text, traditions and leaders are used, expressed and interpreted in different ways.

Understand the impact and significance of religious and non-religious beliefs, so that they can:

- Examine and explain how and why people express their beliefs in diverse ways.
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
- Appreciate the significance of different ways of life.

## **Other Key Information if applicable (subject specific)**

### **RE and British Values**

Religious Education makes a key educational contribution to pupils' explorations of British Values.

At Limehurst, we teach from the Oldham RE Agreed Syllabus which enables pupils to learn to think for themselves about British Values in relation to the values of different religions and worldviews and their own values. It offers opportunities to build an accurate knowledge base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate the diversity of a borough such as Oldham and a nation such as Britain.

### **SMSC**

The teaching of Religious Education is essential for the development of pupils' spiritual, moral, social and cultural development. At Limehurst Primary School, our RE curriculum links directly with our schools' aims.

- To encourage respect and tolerance for other races and religious beliefs, values and opinions through developing an understanding of the principal religions including those represented in our school, in our local area and in the wider community.
- To encourage in each child a sense of positive worth and self-respect through time for personal reflection of their beliefs and values developing their identity and sense of belonging.
- To enable children to become confident, responsible and caring members of the community by supporting children to develop respect for others and in particular those whose faiths are different from their own.

In the above ways we aim to prepare children to take part in a global community based on mutual respect.

## **Assessment**

By the end of each key stage, pupils are expected to know, understand and apply skills related to the statutory end of stage outcomes as set out in the Agreed Oldham Syllabus to enable teachers to assess the progress of the children as they move through the key stages. The RE lead will monitor the effectiveness of Limehurst's RE policy by monitoring planning, teaching and learning (through lesson observations). Pupils' work will be scrutinised, and pupils will be actively encouraged to engage in discussions about their work (Pupil Voice).

The RE assessment outcomes are split into 3 teaching elements:-

Element 1: Making sense of beliefs

Element 2: Understanding the impact

Element 3: Making connections

## **Withdrawal**

Parents have the right to withdraw their child from the teaching of RE at any time. We aim to provide an open curriculum which can be taught to all pupils however, if parents do wish to exercise this right to withdraw their child from the teaching of RE, school must comply with their request and alternative provision will be made for them.