



Coton-in-the-Elms Primary School

Religious Education (RE)

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INTENT

1. Introduction

In Coton-in-the-Elms CE Primary School, Religious Education makes a distinctive contribution not only to our school curriculum but to the whole ethos of the school by developing pupils' knowledge and understanding of Christianity and other world faiths, beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development and that of others. It is crucial in the development of values and attitudes and equips children to consider fundamental questions concerning the meaning and purpose of life.

Along with other subjects of the curriculum, RE aims:

- To promote opportunities for all pupils to learn and to achieve.
- To promote pupils' spiritual, moral, social and cultural development.
- To prepare all pupils for the opportunities, responsibilities and experience of the present and future.

Learning in our school is taken from The Derbyshire Agreed Syllabus for RE (2020) which states that:

"The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own."

The syllabus has three main aims:

1. Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain 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.
2. 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 question and teachings about identity, diversity, meaning and value, including ethical issues.
 - appreciate and appraise varied dimensions of religion.
3. Gains 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, purposes 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.

In addition, units on Christianity from the Derby Diocese are used to ensure sufficient coverage of Christianity. We use the Understanding Christianity scheme as a core part of the curriculum to teach Christianity.

2. Ethos & Aims

At Coton-in-the-Elms CE Primary School we aim to deliver high quality RE education which engages and inspires pupils to develop a love and enjoyment of RE. We aim to give children opportunities where they can increase their self-confidence, creativity and sense of achievement. The opportunities we provide as a school will build resilience and perseverance, allow children to show compassion to others and encourage children to reach for excellence. We aim to not just give children the basic curriculum but provide them with enriching, real life experiences which promote a sense of awe and wonder and allow them to develop their spirituality and express talents and skills which may inspire them for later life.

Religious Education should enable pupils to:

- think theologically and explore the great questions of life and death, meaning and purpose;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- develop skills to handle the Bible text;
- respond in terms of beliefs, commitments and ways of living;
- understand how Christians reflect their beliefs and values in their daily life;
- develop a sense of themselves as significant, unique and precious;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, courageous advocates, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain them in difficult circumstances;
- learn about faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- make reasoned and informed judgements on religious and moral issues;

- develop accurate and sympathetic understanding of other faiths which is consistent with the school's loyalty to its Christian foundation so that mutual respect will lead to harmonious relations within communities;
- enrich their own faith and spirituality through examples of holy living in other traditions;
- recognise the common human quest for justice, peace, love and the common goal of the survival of life on the planet;
- Develop enquiry and response skills through the use of distinctive language, listening and empathy;
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.
- Distinguish between the "How" and "Why" debate.

IMPLEMENTATION

3. How is it taught?

Timetabling

The children will have RE lessons, within their class, taught in weekly lessons or as a unit block. Religious Education is taught largely to classes with differentiated, individual or group tasks following whole class teaching

Occasionally we may have a whole school focus upon a theme e.g. Chinese New Year, World Religion Day when the school works together.

Teaching techniques

We use a variety of teaching and learning styles in RE lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes, we do this through whole-class teaching, while at other times, we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer questions. Where appropriate, they use ICT in RE lessons to help enhance their learning. They take part in role-play and discussions, and they present reports to the rest of the class.

They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in real life RE activities.

We recognise that in all classes, children have a wide range of abilities and beliefs, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting challenges that are open-ended and can have a variety of responses;
- setting challenges of increasing difficulty, where children are able to take responsibility of choosing to complete the challenge which is most suited to their ability;
- grouping children by ability, and setting different challenges for each group;

- providing a range of challenges with different resources.
- using classroom assistants to support the work of individual children or groups of children.

Vocabulary links

The National Curriculum reflects upon the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their RE vocabulary and articulating religious concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Children will learn a variety of religious vocabulary as they progress through the subject.

4. Planning & Progression

The RE Syllabus for Derbyshire and Derby City establishes what shall be taught in RE, providing teachers with practical support and guidance about how to teach RE effectively.

Teachers use the Derby Diocese resources as a basis for their planning. The units are monitored as to coverage by different year groups in mixed age classes. These units are enriched by the use of the Understanding Christianity resources which explore the core themes:

- God
- Creation
- Gospel
- Incarnation
- Salvation

Class teachers use the planning to produce enquiry questions, referred to as 'sticky learning'. RE is delivered in an interactive, thought-provoking and interesting manner using a range of teaching methods, including visual, auditory and kinaesthetic experiences.

These will include the pupils exploring through such means as:

- Discussion
- Expression including role play and drama
- Investigation
- Reflection
- Discernment
- Empathy
- Interpretation
- Literacy
- Analysis
- Outside surrounding
- Agencies/speakers

In the Early Years

In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads. The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE and good learning in themselves.

RE programme of study will contribute to, what the Early Learning Goals (as identified in the EYFS Statutory Framework 2023) identify as, expectations for learning which underpin the curriculum planning for children aged three to five. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them, for example visiting places of worship. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Children in EYFS should encounter religions and world views 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 reflection 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.

Key Stage One:

In Key Stage 1, the children build on the opportunities, skills, knowledge and experiences they have already encountered in the Early Years. Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. 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. At present, In KS1, the children are taught in year group classes and have one lesson of RE each week, when the main aspects and objectives from the Agreed Syllabus will be followed. Many other aspects of RE will evolve and be linked to other areas of the curriculum through the class theme and our general school ethos.

Key Stage Two:

In Key Stage 2, the children will continue to and build on the opportunities, skills, knowledge and experiences they have already encountered in Key Stage 1. Pupils should extend their knowledge and understanding of 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 curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils 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 will be developing a greater understanding of RE and by the end of KS2, pupils should have explored a range of RE themes as well as been given opportunities to consider their own questions and misconceptions. RE will be taught in a discrete lesson each week or

teachers may decide to block the work together. Many other aspects of RE will evolve and be linked to other areas of the curriculum through the class theme.

The Agreed Syllabus is taught through key questions:

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?	3.1 Do we need to prove God's existence?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?		3.2 Does living biblically mean obeying the whole Bible?
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	3.3 What is so radical about Jesus?
				U2.3 What do religions say to us when life gets hard?	3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any good solutions?
Expressing (Religious and spiritual forms of expressions; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?	3.6 Should religious buildings be sold to feed the starving?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	3.7 How can people express the spiritual through the arts?
Living (Religious practices and ways of living; questions about values and commitments)	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?	3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? 3.9 Should happiness be the purpose of life?
			L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?	3.10 Does religion help people to be good?
	F6. What is special about our world?	1.8 How should we care for others and the world, and why does it matter?		U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	3.11 What difference does it make to believe in...?
					3.12 Is religion a power for peace or a cause of conflict in the world today?

5. Support for SEND Pupils & Inclusion

At Coton-in-the-Elms Primary School, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see individual whole-school policies for e.g. Special Educational Needs; Gifted and Talented.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable all children to learn more effectively. We enable all pupils to have access to the full range of activities involved in learning RE.

IMPACT

6. Assessment & Recording

Teachers will assess children's work in RE by making informal judgements during lessons. On completion of a piece of work, the teacher assesses it, and use this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Children are encouraged to make peer and self-assessment judgements about how they can improve their work. Teacher's marking identifies how well the pupil has done and can support misconceptions or deepen their understanding through open ended questions.

At the end of unit of work, children will complete an exit task formulated from the sticky learning questions which will be assessed and a final judgment of attainment recorded on FFT.

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of study, as in all subjects of the curriculum. The expectation is that pupils' achievement will be weighed up by teachers using criteria arising from the Programmes of Study.

7. Monitoring

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject;
- gives the head teacher monitoring reports in which strengths and weaknesses in RE are evaluated and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe RE lessons across the school.

The quality of teaching and learning in RE is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years.

The RE subject lead will carry out regular monitoring to ensure the coverage of RE is adequate.

The RE subject leader keeps samples of children's work and photographs of displays in their Subject Leader File, and uses these to demonstrate the expected level of achievement in RE for each age group in the school.

The RE subject lead will collect pupil voice and teacher feedback to share with Head Teacher to develop CPD.

The RE Lead will meet with the governor with responsibility for RE to make them aware of developments in the subjects and levels of attainment across the school.