

R.E at Shire Oak Primary

“Rooted in the community, growing for the future”

At Shire Oak Primary we aim to provide a broad and balanced R.E curriculum, we have adopted the Leeds Agreed Syllabus ‘Believing and Belonging – 2019’.

R.E is important because it helps pupils to think about beliefs and values, it aims to develop pupils’ understanding and growing ideas, including those of world faiths and other beliefs, exploring their commonality and diversity. It helps pupils to work out how to live a good life. It promotes spiritual, moral, social, and cultural development. One of the key roles of RE in schools is to support community cohesion and the development of SMSC (Spiritual, Social, Moral and Cultural) and Fundamental British Values. Teachers and schools should take every opportunity to widen the opportunities for all pupils.

A good R.E curriculum will ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). Secondly, it is about ‘belonging’. It aims to nurture pupils’ awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity, and we share this patch of the Earth.

Three Aims in the Leeds Syllabus – ‘Believing and Belonging 2019’

Pupils and students should:

- A. Investigate the beliefs and practices of religions and other world views. (Religious studies)
- B. Investigate how religions and other world views address questions of meaning, purpose & value. (Philosophy)
- C. Investigate how religions and other world views influence morality, identity, and diversity. (Ethics)

Religions to be taught.

Foundation stage - Christianity

KS1 5-7 Christianity, Islam, and non-religious world views.

KS2 7-11 Additionally Judaism and Sikhism.

- Elements of all faiths can be included in all years (e.g. festivals) and as a response to local needs and circumstances.
- RE should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them. RE should be taught through key questions, enquiry and investigation.

Each unit of work should focus around a key question related to the subject content of the syllabus.

Enquiry and investigation of the key question should include at least three elements:

1. An analysis of the question.
2. A critical investigation of relevant beliefs, practices and ways of life.
3. A reasoned and critical response.

Assessment and Progression is planned for and explained in the unit plans, and in the 'Believing and Belonging' progression ladder, broadly it includes.

EYFS

Reception will work with the 'Believing and Belonging units' as in the rest of school, incorporating the awareness of the new EYFS documents 2021

The EYFS document refers to spiritual wellbeing, acknowledging the fact that children have experiences beyond the purely emotional. Their spiritual wellbeing is enhanced by recognising that children develop spiritually by exploring answers to their questions, developing their sense of place in the world and beyond. In finding out about others, young children start reflecting on belief, culture and practice and exploring faith. Learning from other views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community and developing positive attitudes towards them. Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting. Although all areas of the EYFS profile are relevant, RE particularly supports the development of: Communication and language; Personal, social, and emotional development; Understanding the world.

Key Stage 1

Y1/2 pupils should retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and traditions and recognising the traditions from which they come. (Using Christianity, Islam, and non-religious faith views)

Y1/2 pupils should explore the nature of religion and belief, notice, and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.

-Y1/2 pupils should discuss moral decisions, find out about questions of right and wrong and begin to express their ideas and opinions in response.

Key stage 2

Y3 pupils should: Observe, express own ideas, observe and respond thoughtfully.

(Using Christianity, Islam, Judaism and non-faith views)

Y4 Pupils should: Explain and give reasons, present ideas, reflect and give examples.

(Using Christianity, Islam, Judaism, and non-religion faith views)

Year 5 Pupils Should: Identify and explain, apply, and explain ideas, reflect and suggest reasons.

(Using Christianity, Islam, Judaism, Sikhism, and non-faith views)

Year 6 Pupils should: Explain a range of opinions and give reasons, summarise, and apply a range of ideas, Weigh up different points of view. Considering, comparing, and contrasting.

(Using Christianity, Islam, and Judaism, Sikhism, and non-faith views)

Whole school

Regular in class assemblies and whole school community festival sharing assemblies contribute and complement some of our religious education. We also have worship and reflective spaces in and around school, including the nature garden and orchard. We use these spaces to enhance the learning, for example, the quad area has been used as a space to explore the Christian Easter story. We prioritise school nativities and Easter productions, to support the children's understanding of these Christian festivals. Our biennial Multicultural Arts and Faith Week, where we visit different places of worship and meet local people of faith, also contributes to and strengthens the religious education taught in classes.

Extra Information

The legal Framework

- All schools in England, whatever their foundation or governance, must teach religious education from age 5 to 18.
- In maintained community, foundation, or voluntary controlled schools, RE is taught in accordance with this Local Agreed Syllabus.
- In Voluntary Controlled schools, there may be a denominational requirement to provide a certain proportion of teaching from the religious designation e.g 66% of RE should be Christianity
- SACREs also very strongly advise all schools to ensure their curriculum includes robust coverage of the variety of world faiths and diversity within them.)

Time Allocation

It is a legal requirement that all pupils are entitled to religious education. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity. School will need to allocate at least the equivalent of an hour a week. Organisation of this time is a matter for schools. The Dearing report recommended 5% (1 hour), this could be blocked, linked to other curricular areas and whole school activities and projects.