



## RELIGIOUS EDUCATION AT GILDREDGE HOUSE

*Learning is defined in the Ofsted handbook as ‘An alteration in long-term memory.’ In order to achieve this, the curriculum needs to be in an order so that new knowledge and skills build on what has been taught before, meaning pupils can connect new knowledge with existing knowledge and work towards clearly defined end points.*

*‘All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.’*

(The Right Hon, Michael Gove, former Secretary of State for Education, 2013 RE Review and new 'non-statutory' National Curriculum Framework for RE)

### Purpose

Religious Education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.

Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### SEND Provision

We recognise as a school, the importance of ensuring that children identified with Special Educational Needs and/or Disabilities have access to an ambitious Religious Education curriculum. We will therefore aim to plan first for our students with SEND, with appropriate tasks, support and level of challenge to enable them to access the curriculum. Advice can be sought from the school’s SENDCO where applicable.

### Aims

The progressive curriculum for RE aims to ensure that all pupils:

**A. 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.

**B. 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 questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

**C. Gain 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, 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.

### RE in the school curriculum

RE is a statutory subject of the school curriculum of maintained schools. Academies and free schools are contractually required through the terms of their funding to make provision for the teaching of RE to all pupils on the school roll. Alongside the subject's contribution to pupils' mental, cognitive and linguistic development, RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development. RE lessons should offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate. Lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

The RE classroom must be a **democratic** classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. RE can challenge pupils to be increasingly **respectful** and to celebrate diversity of **different cultures, faiths and beliefs**.

### The Breadth of RE

The law requires that local authority RE agreed syllabuses and RE syllabuses used in academies that are not designated with a religious character 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the



other principal religions represented in Great Britain'. This means that from the ages of 5 to 19 pupils in schools\* learn about diverse religions and worldviews, including Christianity and the other principal religions. All types of school need to recognise the diversity of the UK and the importance of learning about its religions and worldviews, including those with a significant local presence.

\*Except those withdrawn by their parents (or by themselves if aged over 18)

## Religious Education at Gildredge House

Being an all-through school has enabled us to create a bespoke programme that builds on skills and knowledge across the whole school.

1. We enhance the curriculum by inviting religious leaders into school and by visiting local religious communities.
2. Units with key objectives have been planned by the Primary RE Leader in order to ensure there is continuity and progression from Reception to Year 6.
3. At Gildredge House, we recognise that experiences and enrichment opportunities help to bring the subject of RE alive. There will therefore be opportunities to:
  - Handle artefacts with care
  - Explore sacred texts
  - Use imaginative play or drama to express feelings and ideas
  - Respond to images, games, stories, art, music and dance
  - Meet visitors from local religious communities
  - Make visits to religious places of worship where possible, and where not, make use of videos and the internet.
  - Take part in whole school events, eg Harvest Festival, school performances, multi-faith events.

## Time Allocation

At Gildredge House, there is an expectation that 5% of the curriculum time, which equates to the following hours, should be devoted to Religious Education within the Primary phase:

EYFS & Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

## Intent

The intent of our RE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know, remember and understand key information about different religions. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with



opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

At Gildredge House, our RE curriculum intentions are:

Intent	Implementation	Impact
<p><b>1. To build a curriculum subject which develops learning and results in the acquisition of learning</b></p> <p>To design a curriculum subject with appropriate subject knowledge, skills and understanding so that children can reach and exceed their potential to learn, understand and remember key information about different religions.</p>	<p>In the <b>Foundation Stage</b>, religious education will make an active contribution to all of the seven areas of learning. The religion studied will be mainly Christianity with some reflection of the religions within our school community.</p> <p>In <b>KS1</b>, the <b>Key Religions</b> are Christianity and Judaism with some reflection of local religions and secular world views.</p> <p>In <b>Lower KS2</b>, the <b>Key Religions</b> are Christianity and Judaism with some reflection of local religions and secular world views</p> <p>In <b>Upper KS2</b>, the <b>Key Religions</b> are Christianity, Judaism, Islam &amp; Buddhism with some study of the local religious community and secular world views</p> <p>Each unit of work identifies prior learning and shows how this is built upon.</p> <p>RE is taught in blocked units within a term to allow suitable links to be made to specific religious festivals taking place, eg Easter and Christmas.</p>	<p>Children will make at least good progress from their last point of assessment or from their starting point prior to starting school.</p> <p><b>This will be measured by the:</b></p> <ul style="list-style-type: none"> <li>• Progress from a child's starting point.</li> <li>• Attainment at each point of assessment.</li> </ul>
<p><b>2. To build a curriculum subject which ensures children recognise</b></p>	<p><b>Planning and Teaching:</b> The following skills are used, in order to strengthen the skills and deepen the understanding and knowledge taught: <b>Investigating, Reflecting, Expressing, Interpreting, Empathising.</b></p>	<p>Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own. They</p>



<p style="text-align: center;"><b>and celebrate cultural diversity.</b></p> <p>To design a curriculum subject, which results in children understanding what it means to be a British Citizen or, someone from another country who lives in Britain.</p> <p>To develop an awareness and celebration of living in a multi-cultural society and being mutually respectful towards the beliefs of others.</p>	<p>Attitudes fundamental to RE: <b>Curiosity and wonder, commitment, fairness, respect, self- understanding, open-mindedness, critical mindedness and enquiry.</b> These work alongside the SMSC links and British Values implemented within school as a whole.</p> <p><b>Assemblies: Whole school and Class.</b></p> <p><b>Visits and Visitors:</b> Community walks to local places of worship; Assemblies from Religious Leaders from a variety of Religions.</p> <p><b>Pupil Discussion:</b> Children can discuss and compare the lives of people they have studied from a variety of different religions.</p>	<p>demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.</p> <p>Children learn about important people from the past and the present who have been or are positive role models and who are of a different race or religion.</p>
---	---	--

During KS3, pupils will study Christianity, Hinduism, Buddhism and Islam.

### Pedagogical Approaches to the teaching of RE

Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration.
Constructivism	Enquiry- based learning.
Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction.
Liberationism	Pupil-led learning opportunities.
Learning, working and talking about RE with confidence	Being introduced to the key vocabulary relating to RE so that all children can express their understanding, views and opinions with confidence.
Critical Realism	Critical realism pays particular focus to beliefs which can be explored through the use of reason and evidence. It asks students to reflect when beliefs come up against scientific ideas or other knowledge we have. eg. Does it make sense to believe that god created the universe in six days, six-thousand years ago? Or does it make sense to call yourself a Muslim Christian? Can you be both?
Experiential	Experiential RE takes place when students get a glimpse of religious experience. This might be through a short meditation, lighting a candle, playing a singing bowl. Any form



	of teaching which encourages student participation or where they use their imagination to try to empathise with a religious person whose views differ from their own.
--	---

### Equal Opportunities

RE follows the schools Equality Policy.

### Responsibilities

The RE Subject Leader is responsible for:

- Monitoring the teaching and learning of RE within the Primary phase, ensuring that children know, understand and remember key information about each religion taught.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Liaising with the Secondary colleague responsible for the implementation of RE to secondary students to ensure that the curriculum is fit for purpose, providing continuity and progression
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.

C Geldard

Subject Lead