

## RE at Kirk Smeaton C of E School

### Intent

At Kirk Smeaton C of E Primary School, RE has a unique and important place in our school curriculum and school ethos and vision.

To help us to deliver RE lessons, we use a combination of the North Yorkshire Agreed Syllabus, RE today and Understanding Christianity, which all provide the content for our RE curriculum.

The principle aim for us in teaching RE, is to engage pupils in systematic enquiry into significant human questions, which religion and world views address, so that they can develop the understanding and skills and **knowledge** needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Through our Religious Education curriculum we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- **to provide learners with knowledge and understanding** of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to develop their **knowledge and understanding** of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

## **Implementation**

The Legal requirements for Religious Education:

Parents have the right to request that their child be excused from all or part of the RE provided at school. Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

### **Planning and lessons**

At Kirk Smeaton C of E school, we use a combination of the North Yorkshire Diocese Agreed syllabus, RE today and Understanding Christianity, to help plan the scheme of work. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their **knowledge** understanding of difficult concepts and challenging questions. Lessons are taught weekly. In addition to this, we also provide opportunities for extended day workshops and/or visits out of school.

### **EYFS**

At Kirk Smeaton CE Primary School, the RE curriculum is taught using the above-mentioned syllabus to deliver the EYFS curriculum. In EYFS a unit of work is covered each half term. EYFS pupils are taught in variety of ways through adult-led and supported tasks and child-initiated learning in continuous provision.

### **Key Stage 1**

The RE curriculum is taught in 1 hour weekly lessons. The units are linked to the rolling programme year A and Year B, taking into account our mixed age groups. We also have RE/culture days.

### **Key Stage 2**

The RE curriculum is taught in 1 hour weekly lessons. The units are linked to the rolling programme year A and Year B, taking into account our mixed age groups. We also have RE/culture days.

## Cross Curricular Links

RE provides many links with other curriculum subjects including:

- Geography: a knowledge of religion in other countries and continents
- History: an knowledge and understanding of the role that religion has played in our history, for example, the spread of Christianity to Britain in Anglo Saxon times and the Roman empire and Christianity's impact upon it. Also, links with WW2 and the Jews who were persecuted because of their faith and culture are studied, and Christian reformers during the Victorian era.
- Art: Whole school Christian festival-linked artwork, artwork linked to different cultures, and the religious subject matter of great paintings, for example Y6 'Is art in religious buildings more important than charity?'
- Music: how religion has inspired great works of music such as Handel's Messiah. Whole school hymns are learned and sung during collective worship. Listening to and appreciating music from a variety of faiths and religions.
- RE is integral to the development of Social, Spiritual, Moral and Cultural education and the promotion of British Values eg. tolerance and understanding of others' faiths and cultures.

## Enrichment

The RE Curriculum is enriched in a variety of ways including:

- Visits to places of worship (Mandir, Gudwara, Mosque, our local church-St Peter's Church,)
- People of other cultures and faiths visiting the school.
- Video programmes and Collective Worship times.
- EYFS/KS1 Nativity, KS2 Easter performance

## Progression and Assessment

### EYFS

Summative assessment is completed at the end of EYFS using the Early Years Outcomes for The World - People and Communities. This is based upon observations and discussions around pupils' knowledge and understanding. Pupils' learning in RE is assessed using both the outcomes from the North Yorkshire RE scheme of work and the Early Learning Goals for 'Understanding the World'. Evidence is collated through the recording of discussions with pupils and photographs, which are presented in the form of a 'Big Book'. Pupil voice is also undertaken by the RE co-ordinator during moderation.

### KS1 and KS2

Pupils' learning is assessed both during and at the end of each unit, using the expected learning outcomes which are part of the Agreed syllabus and Understanding Christianity progression steps to check their skills and **knowledge of RE**.

The assessments contribute to a summative judgement at the end of the year. Pupil books are scrutinised along with pupil voice, as well as pupils' contributions towards class discussions and participation in school councils, acts of worship etc. .

We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE teaching and learning.

Progress in RE is reported annually to parents and has a prominent position in the end of year report.

## Impact

At Kirk Smeaton C of E school, when teaching children RE our impact will be:

developed pupils:

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- an understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Pupils will:

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Pupils will have enhanced:

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

- opportunities for personal reflection and spiritual development.