



Calder Primary School

Religious Education

Intent

RE 'should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.' Commission on RE, September 2018.

At Calder Primary we follow the Calderdale and Kirklees Religious Education Agreed Syllabus 2021 which is called 'Believing and Belonging' because it includes two key elements:

Beliefs and Values

Through the agreed syllabus we aim to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity. We aim to give pupils opportunities to develop both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions).

Belonging.

We aim 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 so they understand that we all share a common humanity.

Human beings are strengthened and empowered by learning from each other. So, through experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives and communities. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context.

Primarily, RE's purpose is to give pupils a broad understanding of Christianity, world faiths and nonreligious beliefs; this is sometimes referred to as religious literacy.

There are additional benefits from the balanced study of RE. It nurtures SMSC development and pupils' understanding of diversity. A universal RE entitlement means it must aim to help pupils to understand diversity, empathy and cohesion alongside developing their own views and beliefs. This syllabus therefore deliberately integrates religious studies with aspects of philosophical questions

and ethical issues. It also embraces the reality that beliefs are not always linked to faith a transcendent deity.

RE can contribute dynamically to children and young people's education 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.

RE plays an important role in preparing pupils for their future, for employment and lifelong learning. It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study.

By the time they leave us, pupils will have acquired the cultural capital necessary to prepare them with the knowledge and skills for their next phase of education. Specifically, they will:

- Investigate the beliefs and practices of religions and other world views
- Investigate how religions and other world views address questions of meaning, purpose and value
- Investigate how religions and other world views influence morality, identity and diversity

Our knowledge-rich RE curriculum reflects the national curriculum and is set within a context that reflects the needs of our school community.

Implementation

To ensure high standards of teaching and learning in Religious Education, we implement a curriculum that is progressive throughout the whole primary school and prepares pupils for KS3. Teachers plan lessons for their class using the Calderdale and Kirklees Agreed Syllabus and Pennine Learning resources developed to go alongside this to plan. RE is taught as a discrete subject each week and supported by daily collective worship and PHSE.

The agreed syllabus progression document ensures that the curriculum is covered and the skills/knowledge taught are built upon. A variety of teaching approaches are used based on the teacher's judgement.

RE teaching is inclusive for all pupils through differentiated tasks, additional support and planning for a variety of learning styles. Pupils with SEND will have an individual learning plan, and teachers follow this to support their learning. Children showing extensive aptitude in RE will be celebrated in weekly celebration assemblies which parents attend and an end of year curriculum assembly.

Learning is enhanced by visits from local religious leaders, such as the local Curate or people of different faiths from our high school to talk to the children about their experiences. Educational

visits are another opportunity for the teachers to plan for additional learning outside the classroom for example visiting St Michael's Church, Halifax Mosque and Quaker Meeting House. We use a variety of resources and handling objects to support learning and enquiry.

School leaders understand the importance of the sequence and structure of teaching and learning in enabling pupils to excel. Therefore, it is vital that the school follows the agreed syllabus in order to ensure pupils go on to progress effectively in their next phase of education

Impact

Within RE, we strive to instil an appreciation and understanding of the important role that religious and non-religious worldviews play. Our RE curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of work in books.

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