

Religious Education Curriculum

Intent

As a Church of England school, the teaching of Religious Education at The Emmaus Federation is central to our curriculum. The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Our RE teaching uses an **enquiry process** to allow pupils to learn for themselves. These processes, at work in the whole curriculum, are suited to **the declarative and process knowledge required to be a religious scholar.**

Our curriculum enables pupils to be **active, thoughtful, reflective and expressive** in their handling of questions about beliefs, religion, spirituality and values.

Within RE, we have identified the declarative knowledge to allow our pupils to become successful religious scholars. This is set out in more detail in our termly plans

Declarative Knowledge in Religious Education

1. The Phenomena of Religion: developing understanding

Focuses on studying religions through stories, moral behaviour, rituals, beliefs, experiences and community life and the art and architecture of the faith.

2. Experimental RE: educating the spirit

The idea that children have some spiritual capacities of their own and develops this through RE by use of creative imagination

3. Interpretive RE: the skills of sense-making

Takes authentic accounts of the ways members of religions today practise their faith. These learning methods aim to enable pupils to draw meaning from the encounter with religion for themselves, becoming researchers and enquirers in their lessons.

4. Concepts for learning in RE: educating the spirit

Takes key concepts from religions and world views and from religious studies as a discipline and enables pupils to increase their understanding about religions and beliefs.

5. Ultimate questions as a focus for RE

Uses 'big questions' of meaning, purpose and truth to explore the impact of religion on life, to construct meaning and to challenge the learners to deepen their own ideas.

6. Pupils' world views in RE

Develops answers to human questions, using religious ideas and teachings as a resource for pupils' own development.

Process Knowledge in Religious Education

All curriculum areas in our primary curriculum have process knowledge. Process knowledge is closely linked to our enquiry-based approach to learning. The process knowledge that are required to be developed in Religious Education in order that pupils can become religious scholars are:

- **Investigation;**
- **Expression;**
- **Interpretation;**
- **Reflection;**
- **Commitment;**
- **Empathy;**
- **Application;**
- **Analysis;**
- **Synthesis**
- **Evaluation**

Process knowledge of being a religious scholar:

INVESTIGATION – in RE this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information;
- knowing what may constitute evidence for understanding religions.

EXPRESSION – in RE this includes:

- the ability to explain concepts, rituals and practices;
- the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.

INTERPRETATION – in RE this includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to suggest meanings

REFLECTION – in RE this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;
- the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.

EMPATHY – in RE this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others and to see issues from their point of view.

APPLICATION – in RE this includes:

- making the association between religions and individual, community, national and international life;
- identifying key religious values and their interplay with secular ones.

DISCERNMENT – in RE this includes:

- explaining the significance of aspects of religious belief and practice;
- developing insight into people, motives, actions and consequences;
- seeing clearly for themselves how individuals might learn from the religions they study.

ANALYSIS – in RE this includes:

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions.

SYNTHESIS – in RE this includes:

- linking significant features of religion together in a coherent pattern;
- connecting different aspects of life.

EVALUATION – in RE this includes:

- the ability to debate issues of religious significance with reference to evidence and argument;
- weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Processes for Effective Learning in Religious Education

1. Identify questions

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

2. Plan and carry out enquiries

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

3. Present and explain findings

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

4. Empathise and reflect

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

5. Evaluate

This involves evaluating their learning and considering how it might apply to their own lives.

Personal Qualities for Effective Learning in Religious Education

- **Independent enquirers**
- **Creative thinkers**
- **Team workers**
- **Reflective learners**
- **Self-managers**
- **Effective participators**

Our Religious Education Curriculum Aims:

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

Implementation

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)

Parents have the right to request that their child be excused from all or part of the Religious Education provided at school.

The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main, Christian, while considering the teaching and practices of the other principal religions represented in Great Britain'. (s 375 (3) Education Act 1996)

We comply with the legal requirements for the teaching of Religious Education by following the Lincolnshire Agreed Syllabus for Religious Education and Understanding Christianity.

Religious Education is taught on a weekly basis in each year group but is also delivered through whole school RE days when the pupils mix year groups and take part in activities (sometimes with parents and carers invited in to take part) designed to further enrich their understanding of religious education and provide cultural capital.

Teachers assess children's work in RE by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further with their declarative and process knowledge.

Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker on OTrack against the learning objectives from the Lincolnshire Agreed Syllabus for Religious Education and Understanding Christianity. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.

Progress in Religious Education is reported to parents.

Impact

Religious Education develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), 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.

Religious Education encourages pupils to:

- consider their own thoughts and opinions on the challenging questions of the meaning and purpose of life, beliefs about God, their own 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 in the world, preparing them for life as citizens in a multi-cultural global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education enhances pupils'...

- 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.

Religious Education offers:

- opportunities for all pupils for personal reflection and spiritual development;
- preparedness for life in a multi-cultural global society where they can exist in harmony with others and live life to the full.

Small Village, Big Horizons

Examples of curriculum intent

High aspirations	<ul style="list-style-type: none">• Effective RE leadership and ongoing CPD for classroom staff• The Understanding Christianity and the Diocesan RE planning resources ensure teachers are more confident to teach Christianity to a deeper level• High standards of expectations which are the same as core subjects• Knowledge organisers ensure children are clear about their learning and challenge permeates throughout all RE teaching.• Questioning throughout the lesson that extend knowledge and tests for reliability• Encourage children to embrace challenge, question themselves and enjoy working hard
Cultural experiences and Enrichment	<ul style="list-style-type: none">• Links to virtual visits to places of worship• Choral singing at Lincoln Cathedral (places of worship)• Visit to a mosque (places of worship)• Children listen to traditional and contemporary music for different world faiths• Art work and further understanding of places of worship through visits to local church• The Little FiSH (Faith in Small Hearts) discuss philosophical, religious and theological questions and beliefs.• Food donations from our Harvest service went to St Mary's Church foodbank.• Our Remembrance service is very well supported and parents and family members are invited to speak to the school. A beautiful display took prominence within the school.• Children understand Church of England traditions and British Values as promoted within our country. For example, pupils in Reception taking on parts in an Anglican wedding ceremony or pupils creating work for our Harvest or Remembrance service.
Life-long love of reading	<ul style="list-style-type: none">• Open the Book deliver highly engaging bible stories to the school through theatre and story-telling• Classroom has non-fiction books on display that link to topic• Guided reading books on different world faiths• Bibles presented at leavers' service• A recent audit ensured we are well resourced to teach religious education

<p>British Values</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Tolerance & Respect 	<ul style="list-style-type: none"> • Children’s views count and that everyone is encouraged to value each other’s opinion • Little FiSH is inclusive to those faith or not. • Humanism and atheism taught in KS2. • Children know what the rules and expected behaviours are and children undertake jobs with little prompting. For example, putting chairs away at the end of assembly, helping to tidy-up, helping others at playtime. • Our RE and PSHE lessons and assemblies celebrated different views, faiths, cultures and races. We learn about the similarities and differences between oneself and others through different families, faiths, communities, cultures and traditions.
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