

# Religious Education Curriculum

*'Following Jesus, together we care, inspire and achieve.'*

## Introduction

Religious education is an entitlement for all pupils and its place in the school curriculum is an acknowledgement of the important role which beliefs and values play in people's lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide today as they have done throughout history. As a curriculum area, religious education offers pupils an opportunity to develop a better understanding of themselves, the people around them, and the world in which they live.



Our school is a Church of England Primary School, and religious education is provided in line with the requirements of the relevant Education Acts.

These are:

- The basic curriculum must include religious education provisions for all pupils on the school roll;
- The content of religious education must reflect the fact that religious traditions in Great Britain are in the main Christian while taking account of the teaching and practices of other principal religious traditions represented in Great Britain;
- Religious education must be provided according to the Suffolk Agreed Syllabus – 2012.

## The aims of religious education at our school

Within the framework of the Education Acts and Agreed Syllabus, our aims in religious education are:

- To enable each child to explore the human experiences people share and the questions of meaning and purpose which arise from those experiences;
- To enable pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Suffolk and the UK. Among these, Christianity has a particular place, and is taught in each year of the primary phase;
- To promote respect, sensitivity, and cultural awareness by teaching about the religions represented in the region and the country;
- To affirm each child in his/ her own family tradition, religious or secular;
- To provide opportunities for spiritual, moral, social, and cultural development.

The Suffolk Agreed Syllabus gives more details on the importance of religious education in the curriculum and selects two main aims for its programmes of study and attainment targets: 'learning about religion' and 'learning from religion'.



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## The requirements of the Suffolk Agreed Syllabus

At our school, religious education is based on the [Suffolk Agreed Syllabus](#). The Agreed Syllabus sets out programmes of study for the foundation stage, Key Stage 1, and Key Stage 2. The programmes of study develop continuity and progression in religious education. The detailed requirements for 'learning about religion' and 'learning from religion' for each key stage. The breadth of study section explains which religions and areas of study should be covered and outlines a wide range of experiences and opportunities which should characterise teaching and learning. The Agreed Syllabus also sets out attainment targets for religious education and gives level descriptions by which pupils' progress may be assessed.

## Scheme of work

We use the Emmanuel Project, which is a RE scheme of work for EYFS to Y6 that covers the Suffolk Agreed Syllabus for RE (2012). It was written by the Diocesan Schools' Adviser in consultation with local teachers and advised by members of different faiths on Suffolk SACRE.

The Emmanuel Project provides a complete set of 42 enquiry based units for teaching RE across the primary school:

- 22 units on Christianity from EYFS to KS2;
- 20 units on other world faiths for KS1 / KS2.

Topics may focus on a single religion or be based around a life experience theme, drawing on children's own thoughts and ideas as well as those of several faiths.

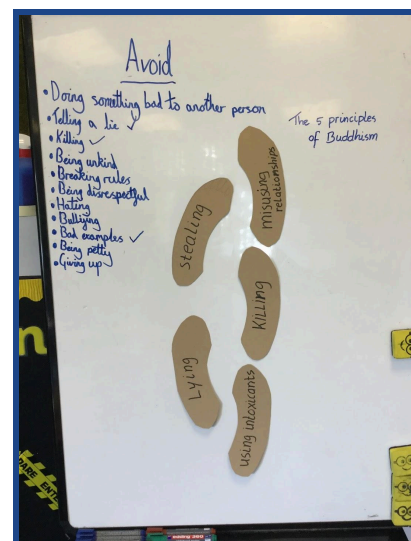
## Teaching and learning styles

Ofsted reports suggest the range of teaching and learning strategies in religious education is often too narrow, with overuse of stories and a limited range of drawing and writing tasks.

At our school, we are using increasingly varied and active ways of working which include art and drama, debating, visits, posters, photos, videos, and interactive displays. In particular, we recognise the importance of teaching the two attainment targets of the Agreed Syllabus (learning about religion and learning from religion) in a balanced way. We also encourage cross-curricular work.

## Visits and visitors

Visits and visitors can provide powerful learning experiences for both teachers and pupils. We try to enable Key Stage 2 pupils to visit a place of worship from another religious tradition, alongside another educational visit the school is making, but it is not always possible. Visitors are welcomed into the school to share aspects of their religion with the pupils.



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## **Matching work to pupils' needs**

Whole school policy with regard to special needs and differentiation applies to religious education and the SENCO will give advice on adapting work. However, teachers should be aware that some children have additional experience of religion through family practice and may show greater ability and understanding than they do generally.

## **Assessment, recording, and reporting**

It is important to note that pupils' work in religious education can be assessed; we are not assessing degrees of spirituality but their knowledge, skills, and understanding. It is important that their progress is acknowledged, just as in any other subject. We are also required by law to report on pupils' progress and attainment in religious education to parents. The Agreed Syllabus provides descriptions of levels of attainment to use as a basis for reporting (pages 37-40).



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