



CARNFORTH COMMUNITY PRIMARY SCHOOL

Religious Education Policy

Intent

Religious Education teaching at Carnforth Community Primary School is designed to ensure that all children are prepared for life in an increasingly diverse society. Pupils need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society' (RE Review 2013).

We believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social, and cultural development.

Religious Education provokes challenging questions about the ultimate 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. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Pupils are encouraged to articulate clearly and coherently their personal beliefs, ideas, values, and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.

We aim to make RE as exciting and relevant to children as possible and plan for creative opportunities for children to engage in. This includes the use of artefacts, stories, resources, music, art, drama. We also invite in, when possible, speakers/visitors from world faiths to engage pupils' interest, as well as organising trips out to places of worship when available and appropriate to enhancing their learning experience.

Our curriculum for Religious Education aims to ensure that all pupils:

- 1. 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 evaluate the nature, significance, and impact of different ways of life and ways of expressing meaning.
- 2. 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.
- 3. 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.

('A Curriculum Framework for Religious Education in England' Religious Education Council October 2013)

Implementation

As a Community School, Religious Education is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. This is an ambitious curriculum and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each key stage. The curriculum is taught from Reception to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

The syllabus aims to support pupil's personal search for meaning as they explore what it means to be human. It follows the Lancashire 'Field of Enquiry' medium term planning model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious.

Religious Education at Carnforth Community is taught weekly, following the Lancashire Agreed Syllabus. Religious Education will reflect and represent the religions found within

the school community. The staff at Carnforth Community will deliver a yearly programme for Reception pupils and a two-year rolling programme for pupils in Year 1 to Year 6, which consists of 3 investigations of Christianity (God, Jesus and the Church) each year as well as investigations on the Sikh Dharma, Islam, Buddhism, Judaism, Hindu Dharma and Islam.

Planning for Religious Education will follow the format which has been designed to incorporate the Lancashire Agreed Syllabus of Religious Education (2021). Planning will include the four elements of the Field of Enquiry (Shared Human Experience, Beliefs and Values, Living Religious Traditions, and the Search for Personal Meaning). Progression of skills will be ensured by following the skills listed on the Key Learning in Religious Education document (Lancashire Agreed Syllabus 2021). The skills are presented in an Age-Related format.

Although Religious Education is taught as a separate subject discipline, opportunities arise in lessons for children to apply skills from other subject areas. For example, in English, art, drama, computing, technology. This ensures that the curriculum is taught in a creative and engaging manner as well as being knowledge rich and ambitious.

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect upon what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. This is implemented by encouraging children to think about their own values in relation to the themes and topics studied in the RE curriculum.

Within each investigative unit, the teaching and learning sequence follows the same pattern: - Shared Human Experience - Beliefs and Values - Living Religious Traditions - Search for Personal Meaning

RECEPTION ONE YEAR CYCLE

| Autumn 1 & 2 | Spring 1 & 2 | Summer 1 | Summer 2 |
|---|---|---|--|
| Special Times Christianity, Hinduism and Islam celebrations | Special Stories Stories special to Christians and Muslims | Our Special World Jewish, Christian and Islam stories of creation | Special Places Christian, Hindu and Muslim holy places |

KEY STAGE 1 YEAR 1 & 2 TWO YEAR CYCLE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|---|---|
| CYCLE A (Y1 Units) What do people say about God? | Christianity (God) God the Father Prayer | Christianity (Jesus) The nativity story Beliefs about Jesus as God incarnate Christmas | Islam God as creator Care for the planet | Judaism God's promise Noah Abraham Trusting in God | Hindu dharma One God in many forms God in all things Expressing ideas about God | Christianity (Church) Baptism Belonging |

| | | | | | | |
|--|--|--|---|--|--|--|
| CYCLE B (Y2 Units) How do we respond to the things that really matter? | Christianity (God) Creation Care for the planet Harvest | Christianity (Jesus) Jesus as the light of the world Symbolism of light Advent and Christmas celebrations | Hindu dharma Devotion Worship in the home and temple | Islam Submission and gratitude Prayer | Christianity (Church) Worship The church Use of symbols | Judaism Moses Ten Commandments The Sabbath |
|--|--|--|---|--|--|--|

LOWER KEY STAGE 2 YEAR 3 & 4 TWO YEAR CYCLE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|--|--|--|
| CYCLE A (Y3 Units) Who should we follow? | Christianity (God) Prophets Service to God Inspirational people | Islam The Prophet Muhammed (pbuh) Zakah | Christianity (Jesus) Discipleship Following the example of Jesus Helping others | Christianity (Church) The Holy Spirit Gifts of the spirit Pentecost | Sikhism Guru Nanak The 10 gurus Baisakhi | Hindu dharma Religious duty Hindu scriptures (the Ramayana) Raksha Bandhan |
| CYCLE B (Y4 Units) How should we live our lives? | Hindu dharma Vishnu Rama and Sita Diwali | Christianity (God) The Bible Christian life – guided by wisdom, teachings and authority | Sikhism The 5 Ks Equality The Gurdwara | Christianity (Jesus) Jesus in the wilderness Lent Sacrifice | Islam The Five Pillars of Islam Ramadan | Christianity (Church) Parables Love for all |

UPPER KEY STAGE 2 YEAR 5 & 6 TWO YEAR CYCLE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|--|--|--|
| CYCLE A (Y6 Units) Is life like a journey? | Christianity (Church) Christian rites of passage Denominational differences | Hindu dharma Reincarnation Karma The 4 ashramas | Islam The Ummah Hajj | Christianity (Jesus) Holy Week The Eucharist Denominational differences | Buddhism The Buddha The Four Noble Truths The Eightfold path | Christianity (God) Salvation Forgiveness |
| CYCLE B (Y5 Units) Where can we find guidance about how to live our lives? | Christianity (God) Sin Adam and Eve's disobedience Temptation and morality | Islam The Qur'an The Night of Power | Hindu dharma Krishna Holi | Christianity (Jesus) Miracles of Jesus Pilgrimage | Christianity (Church) The Trinity Use of symbols and metaphors The Worldwide Church | Judaism The Torah The synagogue |

Impact

At Carnforth Community Primary School, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally, and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges, and responsibilities of living in a rapidly changing, multicultural world.

We aim to provide an outstanding religious education for our children which informs and educates them about different faiths and beliefs, as well as encouraging them to be tolerant, respectful, and reflective about all faiths. We encourage our children to become open minded and to celebrate the goodness that exists within the world, as well as becoming positive, well-rounded citizens with strong moral foundations.

By the end of a pupil's time at Carnforth Community, we want our children in Religious Education to:

- have knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions, and world views
- have an understanding and respect for different religions, beliefs, values, and traditions through exploring issues within and between faiths
- understand the influence of faith and belief on individuals, societies, communities, and cultures
- develop skills of enquiry and response using religious vocabulary, questioning and empathy
- develop skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these
- 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 global society
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- have opportunities for personal reflection and spiritual development.

Withdrawal from Religious Education

It is recognised that parents have a right to withdraw their child from Religious Education in its entirety or in part. If a parent chooses to withdraw their child from Religious Education, then arrangements are made for that child to be withdrawn during the lessons by the class teacher in consultation with the Head teacher. It will be requested that the parents present their request for withdrawal in writing to the Head Teacher who will then send this information to SACRE.