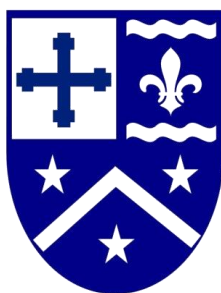


CHETWYND JUNIOR SCHOOL

RELIGIOUS EDUCATION

CURRICULUM PROVISION



National Curriculum (2014)

SPRING TERM 2020

Next Review SPRING TERM 2021

Chair of Governors

A handwritten signature in blue ink, appearing to be 'SVC' followed by a flourish.



RE Rationale

What do we want children to <u>learn</u>?	- To value other peoples beliefs as much as their own. - School will ensure that children develop a sense of citizenship (rejection of negative radical ideas). - Children will be taught to; Live together well in a multi-cultural society. Be reflective about themselves and others. Respect others viewpoints. - To learn key vocabulary (e.g. agnostic, Quran, Bible – religious areas – countries/counties (Mecca). - To understand about; Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.
What do we want children to be able to <u>do</u>?	- Teachers will follow the Warwickshire R.E. syllabus. - School will provide a supportive learning environment to promote values and understanding of how religions influence individuals, communities, society and the world as a whole. - Children will explore moral concepts and values – rights and responsibilities. - Equality of opportunity will be a guiding principle. - Children will reflect on and engage in collective worship.
What <u>experiences</u> do we want children to have?	- Every Year Group will visit a place of worship: Y3 Holy Trinity, Y4 Mosque, Y5 Gurdwara, Y6 Holy Trinity. - The ‘lived experience’ will be one of care and understanding, (Everyone is special). - A range of faith leaders will make presentations; Sikh Education Officer/Rev Alison Evans/Andy Kennedy/Karen Berry.
What <u>values</u> do we want to promote?	- British Values will be promoted; Democracy, rule of law, individual liberty, respect/tolerance of faiths/cultures/beliefs. - Everyone will be given a voice and have the right to their own beliefs. - Children will be taught right from wrong. - Children will have the freedom to be heard. - Children will develop knowledge and understanding of others. - Children will be taught to treat themselves and others with respect.
What will be ‘<u>special</u>’ about Chetwynd Curriculum?	“Chetwynd should be seen as an extension to the family”. - Chetwynd Power Principles will be promoted; thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect. - We expect children to develop relationships, respect and responsibility. - Children will be expected to grow and flourish free from discrimination or racism.



Religious Education

The Warwickshire Scheme aims to ensure that all pupils are taught to:

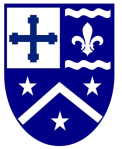
- Acquire, consolidate and apply knowledge and understanding of; Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.
- How these religions influence individuals, communities, society and the world.

As well as learning about these religions, children also develop their ability to respond to what they have learnt.

At Chetwynd Junior School we suggest that the key skills for R.E. are the following:

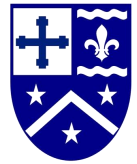
1. Language and communication, by talking about work, studying sacred texts and stories, and extracting information from a range of sources e.g. CD ROMS, DVD's, posters, books, artefacts and internet resources.
2. Values and attitudes will be developed through learning to treat self and others with respect and through their understanding of moral and religious issues.
3. Thinking skills will be developed through information processing, reasoning, enquiry, creative thinking and evaluation skills.

Pupils should be taught about:



Religious Education. Faith and Practice (Warwickshire Scheme)

Year Group	Visits to Places of worship	Religious Festival Production	Believing	Expressing	Living
Year 3	Summer Holy Trinity Church	Autumn Christmas Production. A retelling of the Nativity Story.	Autumn Why is the Bible so important for Christians today? Nativity Production.	Spring What do different people believe about God? <i>Christians, Hindus and/or Muslims.</i> Why do people pray? <i>Christians, Hindus and or/Muslims.</i>	Summer What does it mean to be a Christian in Britain today? Year 3 Church Visit.
Year 4	Spring Mosque	Autumn A Harvest Festival.	Summer Why is Jesus inspiring to some people?	Autumn Why are festivals important to religious communities? <i>Hindus and/or Muslims and /or Jewish people. (link to Harvest)</i>	Spring What does it mean to be a Muslim in Britain today? Y4 Mosque Visit Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious responses.</i>
Year 5	Summer Gurdwara	Spring Easter Production of a retelling of the Easter story.	Autumn If God is everywhere why go to a place of worship? <i>Christians Hindus and/or Jewish people.</i>	Spring Why do some people think God exists? <i>Christian and non-religious beliefs.</i>	Summer What does it mean to be a Sikh in Britain today? Year 5 Gurdwara Visit.
Year 6	Autumn Holy Trinity Church	Summer (Non-Religious) Leavers Production.	Autumn Is it better to express your beliefs in art and architecture or in charity and generosity?	Spring What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious doctrine.</i>	Summer What Matters most to Christians and Humanists? Year 6 Church Visit.
All Year Groups Chetwynd Values.	Visits by Faith Leaders. Karen Berry (Puppets). Mr Singh (Workshops). Rev. Alison Evans – Life Church - Interactive Assemblies. Christian (~Extra Curricular) club: Life Church.				
	Extra-Curricular Club; Open to all Year Groups.				



INTRODUCTION

This document is a statement about:

- Aims
- Principles
- Strategies for teaching and learning R.E. at Chetwynd Junior School.

The importance of R.E:

1. To develop knowledge and understanding of Christianity and a selection of the other principal religions represented in Great Britain.
2. To explore and respect different religions, beliefs, values, cultures and traditions.
3. To consider questions of meaning and purpose in life.
4. To develop a sense of identity and belonging.

AIMS STATEMENT

Chetwynd Junior School is well known for its happy and caring learning environment. Within this ethos, the school aims to promote an educational provision of the very highest standard. The school is committed to the promotion of the development of the 'whole' child including meeting the needs of their physical, intellectual, spiritual, moral, social and cultural development. The school views the community as a valuable learning source and we aim to promote the love of life-long learning.

CURRICULUM POLICY STATEMENT

Chetwynd Junior School aims to provide a well planned curriculum which:

- *Is broad and balanced based on the requirements of the Warwickshire Agreed Syllabus and SACRE.*
- *Is stimulating and challenging seeking to extend children's knowledge, skills, understanding and creativity, in order to develop enquiring minds.*
- *Is firmly committed to the principle of equality for all children.*
- *Is relevant to the needs and interests of the children and the community we serve.*
- *Provides children with the means to develop their potential - intellectually, physically and emotionally.*
- *Enables children to question, acquire self-knowledge and to develop responsibility and independence.*
- *Provides children with opportunities to visit several places of worship and also, to experience visits from various religious leaders:- Reverend Alison Evans (Christian Vicar), Harkirat Singh (Sikh Education Officer, Karen Berry (Christian puppeteer and Bible story teller...).*
- *Provides children with opportunities to develop their own self-esteem.*

This curriculum will be taught using a variety of teaching styles and groupings as appropriate to the intellectual and emotional needs of the children; as well as which approaches best suit particular topics and themes.

Children will be provided with opportunities to learn from a wide range of experiences both within school, visitors to the school and the local community. All teaching will be planned to develop an individual's potential and will take account of both previous and future learning needs. Children will receive regular constructive feedback about their work.



PRINCIPLES

- The School curriculum comprises all learning and other experiences that Chetwynd Junior plans for the children in its care.
- The Warwickshire Agreed Syllabus sets out a clear, full and statutory entitlement to learning for all pupils. It determines the content of what will be taught and provides a clear and shared commitment to the knowledge, skills and understanding that children can expect to learn.

RELIGIOUS EDUCATION PROVISION

Religious Education is provided in accordance with the agreed Warwickshire Education Authority Syllabus and guided by the Warwickshire Units of Work.

Religious Education is presented in a balanced and caring way and promotes the children's spiritual, moral, social and cultural development.

With reference to planning, the short term planning for RE includes key skills for learning within lessons. As well as this, there has been a change in format to include a more learning centred approach, with as much 'learning language' being used throughout. It is also noted on our new plans, when opportunities for writing occur, as well as opportunities for 'Blue Book Writing' (which is completely independent writing, away from the point of teaching).

Knowledge, understanding and awareness of Christianity as the predominant religion will be developed, together with an awareness of the other principle religions represented in Great Britain (Hindu, Sikh, Jewish, Buddhist and Islam). All topics begin with a Christian focus and then extend into one other faith area, where comparisons can then be explored.

The principle teaching is based on 'values', children learn to value themselves, value relationships, value society, value others and value the environment. Children should also make considerable learning journeys, based on new learning, consolidation and recapping previous learning.

The Education Act gives parents the right to request exclusion of their child from the daily act of collective worship and R.E. lessons. In such cases, parents are asked to inform the Headteacher in writing so that alternative arrangements may be made.

CONTENT

During R.E. in Key Stage 2 children acquire, consolidate and apply knowledge and understanding of:

- Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism;
- How these religions influence individuals, communities, society and the world.



As well as learning about these religions, children also develop their ability to respond to what they have learnt.

At Chetwynd Junior School we suggest that the key skills for R.E. are the following:

- i. Language and communication, by talking about work, studying sacred texts and stories, and extracting information from a range of sources e.g. CD ROMs, DVD's, posters, books, artefacts and internet resources.
- ii. Values and attitudes will be developed through learning to treat self and others with respect and through their understanding of moral and religious issues.
- iii. Thinking skills will be developed through information processing, reasoning, enquiry, creative thinking and evaluation skills.

Feedback to pupils about their progress in R.E. is achieved through the following:

- Praise and encouragement.
- Advice on how to overcome difficulties.
- Sensitive criticism.
- Advice on areas of strength and weakness.
- The next stage of development.
- Peer and self assessment of work and learning.
- End of year reports provide a summative assessment for this subject.

Effective marking of work must be based on a 'formative' approach and;

- Aims to be encouraging and supportive.
- Advises on areas of strength and future targets given.
- Is carried out with the child present, whenever practicable.
- ✓ and x should be accompanied by an appropriate comment which should inform the child about the quality of their learning from each activity and the next stage of development.
(●) can be used to encourage corrections at a later date.

Formative Assessment is used to identify progress and diagnose areas for development, at the end of each half termly topic taught. An analysis of progress is carried out termly across the whole school, by year group, from the assessments recorded at the end of each term. Future interventions are then put in place to support children's learning even more.

Summative Assessment is used for reporting purposes.



Opportunities For Cross Curricular Work:

- There are numerous opportunities for cross curricular work within the RE planning. A key one being extended writing opportunities and the use of many reading skills and activities.
- As well as the following:

Y3: Why do people pray?

Links with Literacy, History (WW).

Y4: Why are festivals important to religious communities?

Links with Geography/Science.

Y5: Easter production.

Link to Literacy – drama.

Y6: What matters most to Christians/humanists? Judaism Church Visit

Link to Literacy text: BISP, WW2 history including the holocaust.

Is it better to express your beliefs in arts and architecture or in charity and generosity?

Link to Literacy topic 'People who inspire us'.

THE ROLE OF THE R.E. LEADER is to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in R.E. throughout the school.
- Support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities.
- Monitor progress in R.E. and advise the Headteacher on action needed.
- Take responsibility for the purchase and organisation of central resources; replenishing and updating equipment and providing new resources to support children as they learn. A log must be kept of current resources in school, current budgets and how these have been spent.
- Keep up-to-date with developments in R.E. education and disseminate information to colleagues as appropriate – attend learning network meetings for RE twice a year.
- Give guidance on assembly formats for in school acts of worship.
- Invite religious leaders into school for assembly/RE based activities when suitable to the topics being taught. As well as, making bookings for school events to be held in our local church, assemblies to be taken in school (Vicar/Puppets) and RE visitors in to school to support and enhance learning.
- To ensure all year groups embark on a visit, to a planned in, place of worship each year.
- To ensure RE displays are good quality, and suitable for displaying and enhancing pupil's learning in recent activities.
- To review the RE subject area on the School Maintenance Plan, annually.

The central resource base includes the following:

Labelled artefact boxes for Judaism, Hinduism, Islam, Sikhism, Buddhism and Christianity.

Resource boxes of Videos, DVDs, CDs, Tapes, Bibles, large artefacts etc., in R.E. cupboard.

Poster sets stored on bottom shelf of R.E. cupboard.

Bookcase with Old Testament and New Testament stories, Prayer Books, Resource books, P.S.E. and Multicultural books.

Suitable web addresses can be noted onto teacher's own MTPs.