

Portreath School Subject Statement 2023

Subject: RE Leader: Lucie Clarke

“RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.”

Religious Education (RE) is a **compulsory subject** in the state education system in England, despite it not being part of the national curriculum. Schools are required to teach a programme of religious studies according to local and national guidelines. As well as being part of obligation, we believe much can be gained from RE lessons.

Why is it important to teach RE?

We have three **core elements** at the heart of our school: relationships, experiences and learning. All of which are key principles within RE. We want to help every child and member of staff to become a deep thinker and learner who is a confident communicator and a healthy citizen that will make a positive difference to the world. Through our key drivers we aim to promote people who are

- HAPPY AND HEALTHY INDIVIDUALS who are confident and have a strong sense of belonging : understanding how their beliefs and traditions sit alongside those of others.
- Knowledgeable and creative THINKERS who are inspired with a sense of curiosity and understanding about the values, beliefs and traditions of people around the world and within their own communities – including themselves. We explore philosophical questions, that give the children opportunities to think deeply and grapple with these ‘big’ ideas.
- Effective and confident COMMUNICATORS who are logophiles and with a good grasp of the vocabulary used within the teaching and exploration of RE.
- Kind, respectful CITIZENS who make a positive difference to others, the community and the world by considering their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. We hope that as well as learning about religion, they are people who learn from religions, even if they are not religious themselves. RE explores and promotes qualities such as empathy, generosity and compassion, which are key to being a good citizen.
- Motivated, resilient, ambitious LEARNERS who demonstrate curiosity, independence and strive to improve.

We have identified 7 **golden threads** that are the key concepts that weave throughout our history curriculum. They are: **Beliefs Influence Life; Books and Stories; Learning from Religion; Respecting Beliefs; Local Area; People, Places, Festivals and Objects; Main world religions including other worldviews.**

These threads start in the EYFS and link the learning in RE together across the school. They help the children to make connections. By considering these threads when

planning the EYFS team start to 'plant the seed' of these concepts and prepare the children for their journey in KS1 and 2. As the RE lead, I have worked with the EYFS lead to identify key learning for EYFS to prepare them for the study of RE. The children can develop so many of the key skills needed at a very early age. For example, in EYFS, children starting to accept that other people's points of view (beliefs) may be different to theirs is a key strand which is developed. Listening to and discussing stories from a wide range of cultures and faiths promotes curiosity in and empathy with all people – a solid building block for the foundations of RE.

Learning about religion and learning from religion are important for all pupils, as religious education (RE) helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities. Good teaching of RE will inspire in pupils a curiosity, fascination and understanding about the values, beliefs and traditions of people around the world – including themselves.

Key Aims

- Development of pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions.
- Encouragement of pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- To prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Key Concepts We Explore

- People believe different things and this influences how they live their lives
- Some people belong to a religion and this religion guides what they believe and how they live their lives
- Certain places, people, objects, journeys and books/stories are significant to people because of their religion or beliefs and should be respectful of this
- Festivals are used to celebrate, remember or explore certain beliefs and events
- Everyone should show respect, tolerance and understanding of other people's beliefs
- Many religions have a god but not all

- Different religions can teach us different things and we can learn from religions even if we are not religious
- Values such as forgiveness, love, hope, peace, compassion and generosity are important

What we do well as a school.

It is clear to us as a school that religious education is not religious instruction. The “material” of religious education stands separately as an object for study and exploration and, as such, the personal beliefs of the pupils and teachers are “irrelevant”. It is every pupil’s entitlement to have access to the key concepts underpinning religions and beliefs whether they are of that tradition or not. Some children have never left Cornwall which is one of the reasons that it is so important for the children to receive high quality R.E , it is one of the ways we can help them to open their eyes to the wider world and explore traditions and beliefs they may not have come into contact with before. As a school we take all the Year 5 and 6 children to London on a trip (inc. Pupil Premium), to develop their cultural capital and to compare London with life here in Cornwall.

Curriculum Design

Our school RE curriculum is based on the Cornwall agreed syllabus 2020 – 2025. It follows a two-year rolling programme to allow for appropriate provision in our mixed age classes. The religions studied in KS 2 include Christianity, Hinduism, Islam Judaism, along with world views such as humanism. In KS1 the religions covered include Christianity, Islam and Judaism. We also recognise the uniqueness of Cornwall and there are opportunities in each key stage to include a study called Curriculum Kernwek which specifically focuses on religion and spirituality in Cornwall.

In line with the agreed syllabus, over a year no less than **60%** of the input should be based on **Christianity** and no more than **40%** on the **other religion** studied during that year.

In Key stage 1 the curriculum for RE is mainly covered in integrated topic planning although some lessons may be taught in isolation or as part of a discrete unit. Teachers should ensure that the complete content for KS1 is covered over the two years (see p 29 – 33 Cornwall Agreed Syllabus). Reception children will also receive their RE entitlement through appropriate topic planning (see p 21 – 24 Cornwall Agreed Syllabus). The objectives covered each term will need to be recorded by the teacher on the topic coverage sheet to ensure progression and cohesive coverage.

KS2 -For RE we use a two-year rolling programme where Christianity is studied every year alongside Islam, Hinduism, Judaism and other world views. We have developed in school more detailed documents for each academic year but as with other subjects it is the class teachers’ responsibility to plan the detail of the topics. Teachers are expected to familiarise themselves with the KS2 content to be covered over the 2years (see p 38 –

45 of Cornwall Agreed Syllabus). Teachers may choose to swap the focus for the half terms around within the year if they wish. It is also up to the teacher whether the RE is covered as a block or as discrete single lessons.

We use "Understanding Christianity" and the Cornwall agreed syllabus "Non – Christian units of work" to guide our teaching.

As well as being taught through discrete lessons and topics, RE is explored through other subjects and in relation to current issues and events happening on a global, national and local scale. As teachers, we make use of opportunities for exploration and discussion wherever we can.

Resources

We have a box of artefacts associated with each of the religions studied as well as a good quantity of books about the different religions and the stories from the respective holy books. Within the near future, these need to be audited and upgraded and replaced where needed.

Training

The subject lead has completed training about the implementation of the Cornwall Agreed Syllabus (2020 – 2025) and also 15 hours of training in relation to the "Understanding Christianity" resources. During this year a member of the teaching staff has participated in training related to the teaching of Islam.

Specific training received by staff is cascaded out to other teachers via staff meetings

What does monitoring tell us?

Monitoring tells us that children are interested in RE and have an understanding of how people from different places and cultures may have traditions that are both similar and different to their own; they value and respect these. Monitoring also tells us that teacher subject knowledge needs to be enhanced both in terms of the planning and delivery of RE and the subject knowledge of different religions to make our delivery of this subject even more relevant.

Next Steps

- Explore how we can offer children more opportunities to meet children from a variety of faiths
- Purchase further RE resources
- More links with local secondary school working with their RE teachers
- Develop assessment within RE