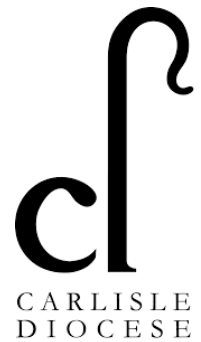




# Culgaith C of E Primary School

## Religious Education Policy



### Our School Vision Statement

*At Culgaith C of E School we believe that we are all uniquely created individual parts of one body.*

*Our school is a place where we value the character of every child and strive for all to be ambitious for themselves and their world.*

*Our school vision encompasses our ambitions as a school. We strive to celebrate the unique qualities of all of our students and promote ambition for all. Our vision is inspired by Psalm 139:14: "You are fearfully and wonderfully made" and by 1 Corinthians 12:12 - "Many parts but one body."*

*The distinctive nature of our vision highlights the value we give to our school culture and diversity and affirms our belief that by allowing each pupil to flourish, we can grow together and prepare our pupils as active global citizens.*

*Our distinctly Christian ethos enables us to weave our Christian values into the fabric of the school, providing ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.*

*Through our core Christian values we aim to provide our pupils with the key skills to lead successful, fulfilled lives.*

## Our Vision for Religious Education

At Culgaith School we have designed a rich and diverse RE curriculum which will ensure the children have a deep understanding of Christian faith. Children will learn about the religions of the world in a respectful and engaging way. As a church school, we believe that RE and its teachings on diversity, empathy and kindness are an integral part of our ethos, not just a standalone lesson each week. We support our children to grow up to develop a strong moral code using Jesus's teachings about having love for yourself and love for your neighbour.

The intent of our 3-year rolling programme is to ensure the children have a solid understanding of the Christian faith whilst dedicating time to other religions of the world including, Islam, Judaism, Hindu Dharma, touching on Buddhism and Sikhism in upper KS2. The curriculum has been designed so that in each unit of work teachers discuss similarities and differences between and within religions both in their practices and beliefs whilst solidifying the importance of respect.

We teach the children through a bespoke and varied curriculum including readings from Holy books, the use of IT, book work, artefacts, practical drama and role play to ensure we give our children learning experiences that bring lessons to life. We feel that a repetitive and spiral curriculum approach, building on previous learning before extending supports the children to develop a well-rounded understanding.

As a church school, Christian principles and Jesus's teachings are at the heart of our ethos and our approach to teaching and nurturing a love of learning, and we believe that we too, as adults, will develop and deepen our knowledge and own understanding.

### Aims

The aims of religious education in this school are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking

## Teaching & Learning

- We have designed our own bespoke curriculum suited to our children here at Culgaith School. We use the Cumbria Agreed Syllabus (SACRE) to guide our curriculum content and progression of knowledge and understanding.
- We have recently moved up to three classes and therefore updated our curriculum to accommodate. Alongside the Cumbrian SCARE we use Questful RE and Kapow as resources for some units in upper KS2.
- There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
- RE has at least 5% of curriculum time 1 hour a week for both KS1 and KS2 this excludes collective worship.
- Long term planning for RE ensures that there is continuity and progression for all pupils throughout their education in our school.
- We have used the assessment points from the Cumbria Agreed Syllabus to create end of key stage assessment grids for each individual child across our school. Staff update these at the end of each unit. We feel this is an informed and detailed assessment of our children covering; Know About and Understand, Express and Communicate and Employ and Gain.
- Progress in RE is included in each child's annual report to parents.
- Inclusion and differentiation for children with SEND and EAL are an integral part of RE planning, through varied input, resourcing and additional adult support.
- RE is taught as a discrete subject but also involved in our wider curriculum across the school, collective worship, our vision and values alongside our work on spirituality. We feel Religious Education and World Views at Culgaith is an integral part of our ethos.
- A range of visitors support the teaching of RE, and whenever possible, there are planned visits to places of worship or visitors from the Christian and wider faiths coming into school to engage in projects.

**In this school the faiths taught in RE are:**

Abrahamic

Dharmic

Class 1 (N, R +Y1) Christianity - plus Islam, Judaism and Hindu Dharma.	In Class 1 our children predominantly focus on Christianity with learning about other world faiths in single units.
Class 2 (Y2, 3 + 4) Christianity - plus Islam, Judaism and Hindu Dharma.	In Class 2 we teach the faiths covered at a deeper level, both singularly and threaded through the curriculum. We cover units that compare religions e.g Places of worship, Pilgrimages and Rites of passage to name a few.
Class 3 (Y5+6) Christianity - plus Islam, Judaism, Hindu Dharma, Buddhism and Humanism.	As with each progression in the school within Class 3 children broaden and deepen the learning covered previously in their education whilst offering new experiences touching on another religion and Worldview of Humanism.

We are extremely proud of our bespoke curriculum here at Culgaith. We developed it with purpose and understanding of our children here in rural Cumbria. We offer more faiths within each class than suggested by the SACRE, this is intentional as we feel a broad and spiral curriculum gives our children the opportunity to gain core knowledge of the diversity between and within world faiths whilst developing essential core skills of compassion, empathy towards others.

Of the RE taught at least 50% focuses on Christianity whilst the other 50% focusses on other world faiths.

**Spiritual, Moral, Social and Cultural Development/ British Values**

We believe that the Religious Education we offer provides our children the opportunities to develop their understanding of the world around them in a way that enables them to mature morally, spiritually, socially and culturally. We encourage our children to learn about the beliefs and thoughts of others whilst building their own.

We encourage discussion in sessions thinking deeply with care and empathy about issues within society and their own experiences.

Religious Education at Culgaith also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community. Whilst strengthening their drive to learn, support and create change with moral, ethical, religious and cultural issues in their local, national and global community.

In addition to the Christian values at the core of our school's ethos, we teach British values (democracy, the rule of law, individual liberty, respect and tolerance) in a range of ways. We believe this gives our children the strong moral compass to go forward into the world thinking about how to make wise choices about how to treat themselves and those around them.

## **Assessment & Achievement**

Appropriate to age, at the end of their education in our Church school the expectation is that all pupils are religiously literate, and they are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions
- Engage in meaningful and informed dialogue with those of other faiths and none.

National Society RE Statement of Entitlement 2016

## **The RE subject leader**

- Will support and regularly monitor the subject across the school
- Have an annual budget to do this
- Ensure that relevant and regular CPD is in place to keep his/her subject knowledge and expertise up to date and that staff receive appropriate training for the teaching and assessment of RE.
- Report regularly to the governing body so that everyone has an overview about progress and attainment in RE.
- Ensure RE provision reflects diocesan advice and recommendations
- Inspection of RE as a Voluntary Aided Church of England School will be under the

## **SIAMS**

The Evaluation Schedule has one inspection question: "How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?"

This is explored through seven strands:

- Vision and Leadership
- Wisdom, Knowledge, and Skills
- Character Development: Hope, Aspiration, and Courageous Advocacy
- Community and Living Well Together
- Dignity and Respect
- Impact of Collective Worship
- Effectiveness of Religious Education

Church of England Website 2023

## **Review**

There will be a review every three years of this policy. Its effectiveness will be monitored by the RE leader, together with a senior leaders and governors. This will

include discussions with other members of staff, observation of teaching and monitoring of children's work. Evaluation of teaching plans will form part of any review. The outcomes will influence the school development plan.

Date of policy: 10th May 2023

Review date. May 2026