



Townlands C of E Primary Academy

A journey of learning in the light of God's love.

Religious Education

"I am thankful I can see much to admire in all religions."

Alfred Russel Wallace

Our Vision for Religious Education

At Townlands C of E Primary Academy, we believe that Religious Education (RE) has a unique place as a central subject in our curriculum. Our school vision "*A journey of learning in the light of God's love,*" is underpinned by our seven Christian values: faith, honesty, love, respect, hope, forgiveness and friendship. The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Through RE, pupils develop their knowledge of Christianity and other world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

Why do we teach RE?

At Townlands, Religious Education and a 'Christian Ethos' is embedded within our school community. The curriculum that we follow, focusses predominantly on Christianity for approximately 70% of the RE teaching time and other world faiths for the remainder. RE is taught by class teachers in discrete weekly lessons that are engaging, thought provoking and challenging. We aim to ensure that the RE curriculum is relevant to pupils of all ages giving them a better understanding of the world in which they live. RE plays an important role in linking with other subject areas, particularly PSHE, as it goes towards promoting social awareness, respect and tolerance. We also encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

The aims of RE include:

- To provide learners with knowledge and understanding of Christianity
- To enable pupils to learn about the other major world religions
- To contribute to the development of pupils own spiritual/philosophical beliefs
- To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development
- To develop pupils understanding of the ways in which beliefs influence people in their behaviour, practices and outlook
- To encourage pupils to develop a positive attitude towards other people who hold religious beliefs different from their own

Rationale – Why we do what we do...

We use the findings of our 5 yearly SIAMS inspection to help inform our planning and development of RE as a subject. As a result we have implemented the new SACRE syllabus, alongside 'Understanding Christianity' and we continue to develop our enrichment programme to include opportunities for encounters with other faiths.

Enrichment

We recognise the importance and the strength of RE as a subject in providing a distinctive and substantial contribution to our school curriculum. Our RE teaching, also contributes to the development of our learner's Cultural Capital in the following ways:

- Links with Collective Worship
 - Daily acts of collective worship and reflection either as a whole school or as a year group
 - During the school year there are many opportunities for the children to take part in school worship through class assemblies and other religious celebrations. This is also a time for the children to share their learning with our school community. Children are also given the opportunity to participate in worship as part of the wider community due to our strong relationship with our local church – St Simon and St Jude. Celebrations at St Simon and St Jude Church include Harvest, Christmas, Easter and end of school year
- Regular visits from our linked ministers; Reverend Castle from St Simon and St Jude church and Reverend David Haseldine who is the Hinckley Methodist circuit minister
- Support for the expression of individual faiths
- Inter-faith and faith-specific activities with speakers, focusing on spiritual issues
- Visits to a wide range of religious buildings and centres
- School-linking activities – locally and internationally
- Attendance at faith events organised by Leicester Diocese e.g. Advent Service at Leicester Cathedral, Faith Day

- Family Projects within our school community
 - Creation of multi faith 3D places of worship, for our plural village, which are displayed throughout the school and act as a reminder of how communities can live side by side in mutual respect
 - Project Hope - whereby families painted a pebble, to spread kindness and hope, with a view to bringing our school community together through creativity and inspiration following the opening of school in August 2020 post lockdown
- We value the religious background of all members of the school community and this has encouraged individuals to share their own experiences with others freely, e.g. two of our Sikh members of staff, gave an assembly based upon the importance of their faith. Another teacher shared her experience of Ukrainian Christmas celebrations (based upon the Julian calendar).

How do we deliver the curriculum?

Our RE curriculum design is based upon a combination of the *Leicestershire Agreed syllabus for Religious Education* and core concepts of Christian Belief in *Understanding Christianity*. We also place great importance on providing opportunities for everyone within the school community to continue their personal faith journey. We recognise that effective teaching and learning starts with a key question and that good RE always includes engagement, reflection and response.

The *Understanding Christianity* curriculum encourages pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Each unit incorporates the three elements:

- **Making sense of the text** – Where learners develop skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; whilst making sense of the meanings of texts for Christians
- **Understanding the impact** – Where pupils examine ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world
- **Making connections** – Where pupils evaluate, reflect on and connect the texts and concepts studied, and discern possible connections between these and pupils' own lives and ways of understanding the world.

The *Understanding Christianity* approach to RE is about developing skills to help children 'think theologically' alongside learning Biblical knowledge, Christian belief and practice. It also shows that these three elements do not represent rigid, distinct steps, but that pupils can 'make connections' whilst 'making sense of the text'.

Additionally, the *Leicestershire Agreed syllabus for Religious Education* explores additional multi-faith units. These units are question driven and are carefully intertwined throughout the RE curriculum providing the learners with a broad and balanced RE curriculum, that explores the viewpoints, beliefs and practices of many.

EYFS

In EYFS, the children develop their understanding of RE by doing, talking, listening and undertaking practical activities. All children are encouraged to make sense of their world by being given opportunities to explore and observe three of the core concepts of God, creation, salvation and incarnation.

KS1

In KS1, the children continue to develop their knowledge and understanding of religions, whilst identifying features of religion and becoming more familiar with religions in their own community. They begin to understand how religious belief may influence themselves and others through five of the core concepts of God, creation, incarnation, gospel and salvation.

KS2

In KS2, the children aim to extend their knowledge and understanding of religions locally and worldwide. They make links between values, and their own attitudes and behaviour, as well as making links between religions and describe some similarities and differences both within and between religions. Pupils are given the opportunity to express their own ideas and opinions in response to the religious beliefs that they come across. The ability to 'dig deep' and give reasons for their opinions is vital as it ensures all children are challenged through the core concepts of God, creation, fall, people of God, incarnation, gospel, salvation and Kingdom of God.

All children from EYFS to Year 6 are encouraged to use subject specific vocabulary when exploring their understanding of different faiths. This will support them as they develop their ability to ask increasingly challenging higher-order questions about belief, values and human life.

Lessons are delivered in a variety of ways to ensure that all children can participate. Interactive and practical activities encourage children to discuss their ideas and extend their understanding of difficult concepts and to ask and respond to challenging questions.

The Governors are required to remind parents of their right to withdraw pupils from religious worship and education. However, parents are also reminded that the school exists to give a Christian education to its pupils and therefore parents are encouraged to be sympathetic to the aims and objectives of the school.

RE in the curriculum

- We plan using *The Leicestershire Agreed syllabus for Religious Education* and core concepts of Christian Belief in *Understanding Christianity*
- We enhance this using progression grids
- Subject progression grids are used to develop long term planning
- Teachers use the long-term planning to plan units of work and deliver individual lessons

This is how we support and ensure access for all children:

- Ensure that a range of equipment and resources are available to enable success for all pupils (e.g. faith visits, religious artefacts and images, visiting speakers, additional templates etc).
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills

This is how we challenge:

- An additional challenge planned for, from the very start of the lesson

How does the RE curriculum embed knowledge?

The successful approach at Townlands results in children developing a wider understanding of the world's religions, particularly Christianity, and through this they will also have the opportunity to develop their own views. They will be able to speak confidently and feel comfortable when discussing religion and faith with others.

Planned progression built into the RE curriculum means that the children are increasingly challenged as they move through the school. Progress in RE can be characterised by children:

- Acquiring wider and more detailed knowledge of religious beliefs and practices
- A growing understanding of the meaning of stories, symbols, events and practices
- Maturity of responses to questions of identity and values
- Development of knowledge, understanding of and respect for Christianity and other principal world religions; including beliefs, values and traditions
- Understanding of the influence of faith and belief on individuals, societies, and local and national communities
- Skills of enquiry and response through the use of religious vocabulary, and questioning
- Skills of reflection, expression and evaluation of beliefs, values and practices
- Consideration and exploration of challenging questions about faith and belief, for example, creation theories, issues of right and wrong, moral and social issues

- Sense of identity and belonging, preparing them for life as citizens in a plural, global society
- Respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- Opportunities for personal reflection and spiritual development

A sample of our pupils learning of Christianity and world faiths:

EYFS



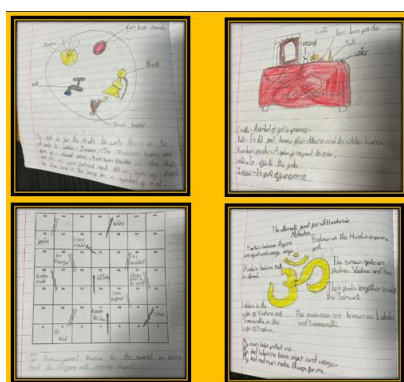
Y1



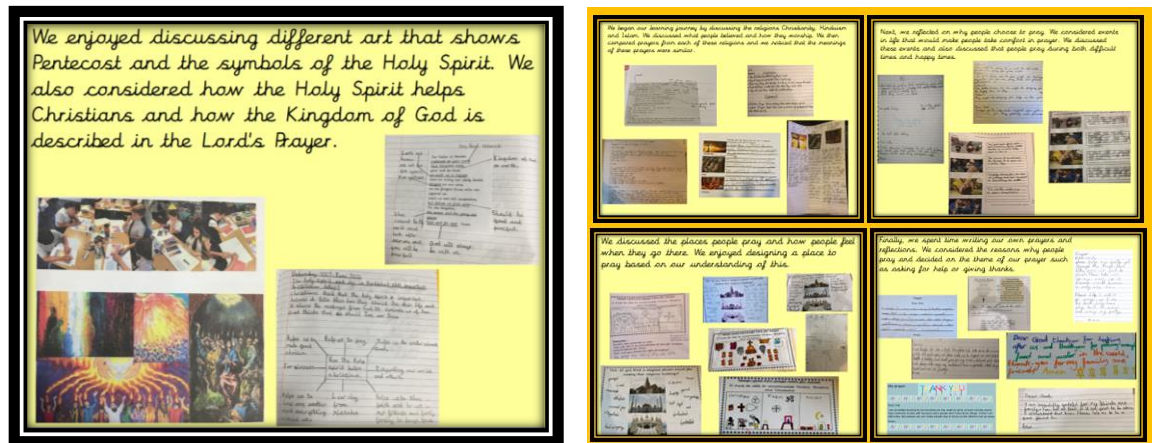
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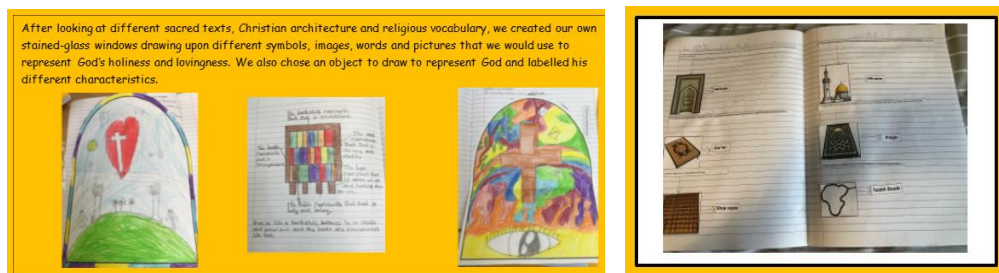
Y3



Y4



Y5



Y6



Useful Websites

Here are links to some useful websites:

- Understanding Christianity
- RE:Quest
- RE Online
- National Associations of Teachers of Religious Education – NATRE
- RE Today
- Leicester Diocese