



## Religious Education Policy



### **Intent**

**At Cavendish Community Primary School our Religious Education Curriculum** explores 'big questions' that religion, life and world views address. Through an enquiry based approach, pupils consider and find out about what people believe and what difference this makes to how they live their lives. This enables our pupils to make sense of differing religion and world-wide views, whilst reflecting on their own ideas and ways of living. Our curriculum aims to promote critical thinking whilst deepening our children's understanding and subject specific knowledge around Christian, Muslim, Hinduism, Judaism, Buddhism and Sikhi beliefs as well as other secular world wide views including Humanism .

The Religious Education journey at Cavendish is clearly sequenced from EYFS to the end of Key Stage 2 in a way that supports pupils in making progress by building upon prior learning. As a result, our pupils continue to know more and remember more throughout EYFS, Key Stage 1 and Key Stage 2. This enables our pupils to progressively become increasingly articulate, literate and informed about different religions and beliefs. Pupils are actively encouraged to discuss concepts, ask questions and reflect on their own ideas whilst appreciating differing perspectives. This allows for our children to consider and reflect meaningfully on what they have learnt and to create an informed view of religious and non religious views.

### **Aims linked to Values/Rights**

As a Rights Respecting school we understand that Religious Education promotes an understanding of who we are individually and collectively in a plural society. We want to prepare our pupils for active citizenship in a diverse and rapidly changing world whilst promoting cohesion, understanding and respect towards the diverse religious and non religious beliefs, values, traditions and world views within our school community and beyond in a 'rights respecting' way.

Promoting our 'Golden values' whilst also exploring aspects of British values in relation to other principal religions and non religious beliefs is imperative at Cavendish and Our Religious Education Curriculum makes a **significant** contribution to the promotion of these whole school values.

Our values promote :

- Equality
- Positivity
- Courage
- Respect
- Responsibility
- Kindness



### **ARTICLE 2 (NON-DISCRIMINATION)**

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

### **ARTICLE 14 (FREEDOM OF THOUGHT BELIEF AND RELIGION)**

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

### **ARTICLE 30 (CHILDREN FROM MINORITY OR INDIGENOUS GROUPS)**

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

## **Withdrawal**

At Cavendish we believe that R.E. and collective acts of worship can be a powerful means of counteracting prejudice, stereotyping and intolerance & promoting messages of equality & greater understanding of others. Our methodology for teaching R.E. supports active and respectful discussion of sensitive issues. Parents have the right to withdraw their child from collective worship or RE lessons and any parents wishing to do so are encouraged to make an appointment to speak with the head teacher.

## **Inclusion**

At Cavendish we use a range of adaptive teaching strategies to ensure all children regardless of barriers are able to access Religious Education. We believe Religious Education should be an active enquiry process, with lots of rich meaningful, well-informed and balanced discussion about what they have learnt about as well as opportunities to share their own views and ideas.

In addition to this, adaptive strategies also include :

- Collaborative group work so that pupils can support each other.
- Use of religious artefacts, visual images and relevant video clips, trips and involvement from the local community to support and extend pupils experiences and understanding.
- Scaffolds are also used to support writing where necessary with additional adult support.
- For some children, the learning outcome is adapted in terms of expectations.

## **Implementation of Curriculum**

At Cavendish we follow the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for Religious Education 2022-2027 and implement the units of work that accompany the syllabus to support the delivery of Religious education.

## **EYFS**

In EYFS, our pupils explore religious and non- religious worldwide views through 6 'big questions'. These are:

• Which stories are special and why ?
• Which people are special and why ?
• Which places are special and why ?
• Which times are special and why ?
• Where do we belong ?
• What is special about our world and why ?

These questions are initially explored in the Nursery from a non religious perspective and begin with the children's own experiences in relation to each 'big question .' At Cavendish we consider that EYFS should build upon our children's interests and enthusiasms as well as their learning and development needs. In Reception, the same questions are revisited ensuring that learning is progressive and begins to incorporate the wealth of both religious and non religious experiences that our children and our richly diverse school community brings. Pupils encounter experiences through exploration of special people, special books, stories, special times, special places and special objects from their own perspective and from those of others within our school and local community. This enables our children to develop a positive sense of themselves, and of others which helps to form positive and respectful relationships which link to our golden values .

**The statutory requirement for Religious education does not extend to nursery classes however at Cavendish we consider that RE forms a valuable part of the educational experience of children throughout the Early Years Foundation stage.**

### **Key Stage One**

Throughout Key stage 1, Religious Education continues to be implemented through 8 'big questions' which address religious and worldviews in relation to Christian, Muslim and Jewish beliefs. This enables our children to continue to develop the understanding and the skills necessary to appraise and appreciate varied responses to these questions as well as develop responses of their own. Our curriculum ensures breadth and balance by addressing each of the three strands (believing, expressing, living) across the key stage so that each 'big question' can be explored in depth which is why some big questions continue over one half term.

### **Key stage Two**

During Key stage Two , Religious Education continues to be implemented through 21 'big questions' which address religious and non religious worldviews in relation to Christian, Muslim, Hindu, Sikhi & Jewish beliefs, as well as Humanist views and incorporating key life questions associated with climate change and racism. Throughout Key stage Two, our children continue to develop the understanding and the skills necessary to appraise and appreciate varied responses to these questions as well as develop responses of their own. The

curriculum continues to ensure breadth and balance by addressing each of the three strands (believing, expressing living) across the key stage so that each 'big question' can continue to be explored in depth.

### **Curriculum map**

[https://www.cavendish.manchester.sch.uk/serve\\_file/16165658](https://www.cavendish.manchester.sch.uk/serve_file/16165658)

### **Enrichment (Trips, Visitors, Clubs, key stage appropriate assemblies)**

At Cavendish it is our intention that all children will learn through a curriculum which is engaging, exciting, challenging, purposeful and relevant. We believe that trips, visitors and experiences really enhance the curriculum, providing opportunities to build appreciation & curiosity in a range of different situations. Trips and visits take place across all key stages. These include visits to the our local church, temple, mosque and synagogues. Visitors from our school community and beyond bring quality enrichment and this is regularly reviewed to ensure that we are providing the best experiences for our children to supplement the curriculum. Key stage specific assemblies around key festivals and different religious events also take place throughout the year.

### **Impact**

A wide range of strategies are used to measure the impact of our Religious Education curriculum. Our teaching sequence allows children to respond to a 'Unit Question' with different enquiry questions in each lesson. Recapping and revisiting 'big questions ' from previous units taught forms part of the initial lesson taught in order to assess the knowledge absorbed in the long-term memory of pupils. Religious Education is monitored by the RE Subject Leader. The effectiveness of the Religious Education curriculum is monitored through regular subject evaluations, including regularly listening to pupil voice. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise.