

# RE Curriculum and Collective Worship



Enhance  
Cultural  
Experiences

Healthy Mind,  
Healthy Body

Enquiring  
Minds

Universal  
Respect and  
Understanding

Resilience and  
Independence

Location,  
Location,  
Location

## Curriculum Statement

Religious Education is an important subject within Richard Durning's Endowed Primary School and is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. The curriculum is taught from Reception to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain. Pupils are encouraged to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well informed conversations about religions and worldviews whilst respecting the views of others. We believe RE is like an iceberg as you unpack ideas you come to understand a deeper meaning. At Richard Durning's we believe that studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society in modern Britain. 'RE is vital in preparing pupils to engage in a diverse and complex multi – religious and multi – secular society.' (RE OFSTED Research Review 2021) The knowledge, skills and attitudes developed through RE at Richard Durning's can make a significant contribution to promoting British Values and supports all children's spiritual, moral, social and cultural development.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions both worldviews and non worldviews should be sufficiently fair, balanced and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

## Intent

- To help children to acquire the substantive, disciplinary and personal knowledge and understanding of Christianity and other religions and worldviews, including non-world views represented in Great Britain so that children can:
  1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  2. identify, investigate and respond to questions posed.
  3. appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.
- To appreciate the way that religious beliefs shape life and our behaviour developing respect for all.
- To ask questions about the world and to reflect on their own beliefs, values and experiences through discussions to make informed judgements about religious and moral issues.
- To prepare children for living in modern Britain.
- To promote the spiritual, moral, cultural, mental and physical development of all children.
- To promote British Values.
- To be confident with the associated vocabulary for all taught areas of RE.

- To provide a time when the whole school or groups within the school meet together in the form of an assembly/collective worship in order to consider and reflect on common concerns, issues and interests which will contribute significantly to the ethos of our school.

## Implementation

Having taken into account the Lancashire Agreed Syllabus and the major faiths in Lancashire, the following religions have been selected:

Christianity

Islam

Hinduism

Judaism

Sikhism

Buddhism

- As Christianity is the predominate religion within the local area and community surrounding the school, Christianity is the chosen faith for progressed study. It is taught as 50% of the RE curriculum. Hinduism and Islam are progressed religions throughout school as they are the largest religions in Lancashire, the area school is located. Buddhism is only taught in year 6 as it is a complex religion. Children also learn about Sikhism and Judaism as a non progressed faith through out there time at school. We acknowledge that each religion studied can contribute to the education of all our pupils. This is the substantive knowledge children are expected to learn.
- 5% of curriculum time should be allocated for RE which relates to an hour a week.
- Lessons are taught following the Lancashire agreed long term plan and then teachers use the exemplar unit plans to plan from for each unit taught.
- The content of the long term plan follows the Lancashire 'Field of Enquiry' planning model, but also specifies knowledge and skills which build towards clear goals at the end of each Key Stage. It is knowledge rich, skills based and is progressive across the year groups as well as progressive across the school, clearly sequenced and suitably ambitious. It is rooted in disciplinary knowledge based in theology, social sciences and philosophy.
- There are four areas of enquiry which cover all three types of knowledge: substantive, disciplinary (ways of knowing) and personal. 'Ways of knowing' are taught alongside the substantive content, not isolated from it. The four areas of enquiry are; shared human experiences, beliefs and values, living religious traditions and search for personal meaning that teachers plan from for each unit. Focusing in particular on beliefs and values and living religious traditions which is then assessed at the end of the unit.
- Planning for our mixed age classes is on a two year rolling programme.
- Teachers to record any discussions or experiences in the Class Curriculum Planning Book in the form of post it notes, pictures etc.
- Teachers to repeat fundamental skills across each religion to ensure they are embedded within the long term memory. Use of knowledge journals within class to record schemas and vocabulary which will enable pupils to learn more and remember more over time.
- To understand and use a wide range of vocabulary. Use of knowledge journals within class to record vocabulary which will enable pupils to learn more and remember more over time.
- There is no presumptions made as to the religious backgrounds and beliefs and values of the children and staff. We value the religious background of all members of the school

community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are and can be made between home, school and a faith community.

- We promote teaching in Religious Education that stresses open enquiry.
- We will provide first hand experiences where ever possible for both staff and children by providing visits to places of worship.
- RE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured providing pupils with the opportunity to respond at their own level.
- The planning of all Collective Worship is considered carefully by the subject leader to ensure relevance and suitability for ages and backgrounds of children and is stimulating in order to evoke a response. We follow the Lancashire model Mirrors and Doors giving children an opportunity to express their responses through reflection and prayer.
- Content of Collective Worship will be mainly of a broadly Christian Character, however it will take into account themes, special occasions and events, current and topical issues.
- Collective Worship promotes both British Values and our school values regularly.
- The subject leader plans Collective Worship with weekly themes and topics and all plans are available to all staff. All staff have a role in delivering assemblies.
- Occasional visitors do come in to deliver assemblies enhancing the RE Cultural Capital within school.
- Collective worship or an assembly are delivered everyday.

### **Impact**

- Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. Through their learning the children are able to make links between their own lives and those of others in their community and in the wider world.
- RE offers our children the means by which to understand how other people chose to live and to understand why they chose to live in that way. As such RE is invaluable in an ever changing world and preparing the children for modern day Britain.
- RE promotes British Values and respect and celebrates each other's differences.
- Teachers planning and lessons are to be flexible depending on the needs of the children and gaps within children's learning.
- Assessment is to happen within all lessons as well as a summative assessment towards the end of a unit.
- Teachers to deliver an assessment focused lesson towards the end of every unit which relate to the end points (skills) towards which the children are working for that unit. These are identified within the Lancashire Knowledge and Progression Grids. This will then inform teachers and the subject leader of any gaps in the children's learning within that class and across the whole school.
- Discussion with teachers about their plans and lessons taught.
- Lesson drop ins and interviews with pupils.
- RE subject leader to complete planning and book scrutinies.
- RE subject leader is responsible for the monitoring and evaluating of collective worship.

### **Additional information**

#### **Right to withdraw**

Richard Durning's teaches open minded religious education, and is inclusive: all pupils develop their own beliefs and values through RE. So any parent considering exercising the right of withdrawal and removing their child from the subject is invited to make an appointment with the headteacher to discuss the approach we take to RE. The school does not support selective withdrawals from RE lessons.

Any parent who objects to their child attending an act or acts of Collective worship may request that their child is withdrawn. Parents are invited to discuss this with the headteacher. Any child who is withdrawn from an act or acts of Collective worship will be supervised during that time by a member of school staff.

### **Resources**

Boxes of resources for each religion are in the white cupboard in school. Including artefacts, teachers resource books.

### **Equality**

All children have a right to access the curriculum, teachers modify their plans and lessons appropriately for each child.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values.

### **EYFS**

- RE is a statutory requirement in EYFS.
- EYFS follows the RE long term plan as does the rest of the school. It supports development with: personal, social and emotional development, communication, language and literacy, understanding of the world, expressive arts and design.
- EYFS promotes British Values and respect and celebrates each other's differences.
- Through resources provided in continuous provision the RE curriculum is enhanced.

### **Health and safety**

All relevant risk assessments to be completed in good time, prior to any trips, using evolve.

**Policy updated July 2023**