

**Religious Education At Goostrey**

 “We live in a multi- cultural society and a good understanding of different cultures is crucial to young people’s personal development”. Our RE curriculum seeks to, “engage pupils with the challenges of the many spiritual, moral, social and cultural questions that modern life throws at them and create opportunities for them to develop their own beliefs*” Cheshire East SACRE*

Religious Education is taught discretely across the school, though it may impact on other curriculum areas or theme days. E.g. The Exhibition. (Often Cross curricular in EYFS). We teach using the agreed Cheshire East syllabus.

Assessment for the subject – using end of Key Stage statements and now supported by end of Unit  Assessment  Statements (Cheshire East).

We use our annual Exhibition to promote the subject RE along with all curriculum subject areas.  This enables children; to work for a purpose, promotes the subject to the wider school community/ local community and share in the work the children have done.

The Cheshire East syllabus will be updated/reviewed over the next 18 months.

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| **Curriculum Characteristics in Religious Education** | |
| **Purpose of study: the importance of Religious Education**  Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of life and death and issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Every pupil has a statutory entitlement to Religious Education as it makes a distinctive contribution to a broad and balanced curriculum. Pupils should be given the opportunity to explore the role and significance of religion in society and the important beliefs and values that shape the world today. Religious Education helps pupils understand the religious experience of others and the ways in which it gives adherents a sense of purpose and meaning in their lives.  The exploration: • supports pupils in their own search for meaning and purpose in life • helps pupils develop their own beliefs, values and ideals • provides a safe and secure environment for pupils to challenge prejudices and misconceptions • encourages tolerance and respect for themselves and for other people • enables pupils to be discerning so that they can make informed choices about systems of belief whether faith based or secular • encourages pupils to recognise and celebrate diversity in society • enhances pupils’ understanding of history, art, music, literature and the media.  NB It is not the intention of Religious Education in maintained schools to promote the beliefs of any one religion/religious denomination or worldview. *(Adapted from ‘A review of Religious Education in England’ Pg. 14 Religious Education Council 2013)* | |
| **Breadth of Study** | |
| **Key Stage 1** | **Key Stage 2** |
| At Goostrey Community Primary School, we follow the Cheshire Agreed Syllabus for RE across the whole school.  In Key Stage 1 we learn about Christianity and Judaism.  Our themes include:  Special People, Christmas, Celebrations, Easter, Story Time, Special Places, Rites of Passage, Passover, Community and Belonging and Prayer  In Key Stage 2 we learn about Christianity, Judaism, Islam, Hinduism and Sikhism  Our themes include:  Special Times, Pilgrimage, Rites of Passage, Beliefs and Practices, Family Traditions, Beliefs and Meaning, Symbolism, Sacred Texts and Prayer and Worship.  Our long term plan maps the religious education topics in each term over each key stage.  We have a variety of high quality resources which help us to teach these units of work and we have enjoyed educational visits to local churches including St Luke's and the Methodist Church. We have also visited the Madina Mosque in Levenshulme South Manchester Synagogue and the Anglican and Catholic cathedrals in Liverpool. We have welcomed visitors into school to talk to us about their faith and beliefs for example Buddhist monks visiting from Thailand and Mr Saleem from the mosque in Levenshulme.  The children's responses to their RE topics are evident around the school and our pupil reflect a growing awareness of the rich cultural and diverse heritage of the UK, e.g. in 5 minutes a day discussions. | |
| **Threshold Concepts** | |
| The curriculum for RE should aim to ensure that all pupils:  **A. Know about and understand a range of religions and worldviews, so that they can:** **•** describe, explain, evaluate and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; **•** identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.  **B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:** **•** explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; **•** express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; **•** appreciate and appraise varied dimensions of religion or a worldview.  **C. Gain and deploy the skills needed to engage seriously with religions and** **worldviews, so that they can:** **•** find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; **•** enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; **•** articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. *(Adapted from ‘A review of Religious Education in England’ Pages 12-14*  *Religious Education Council 2013)* | |