



Introduction

Our school is a Church of England Voluntary Controlled School and the provision of RE is in accordance with the Locally Agreed Syllabus for Suffolk, and is informed by the Church of England's 'Statement of Entitlement for Religious Education' (2019).

Aims and objectives of RE Curriculum:

- 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.

Statutory requirements for the teaching of RE in English schools are:

- RE must be provided for all registered pupils except those withdrawn at their parents' request.
- Christianity is studied in depth at each key stage to 'reflect the fact that the religious traditions of Great Britain are in the main Christian' (Education Act 1988)
- RE in Cockfield CEVC School meets the legal requirements through the implementation of the Suffolk Agreed Syllabus
- As a Church of England Voluntary Controlled School, Cockfield School will use the Church of St Peter in the village for celebrations as well as RE learning. Teaching about Christianity will be non-denominational in general, and children will learn about denominational differences through expression and practice in Christianity.

RE curriculum planning

At Cockfield Primary we adhere to the agreed syllabus for Suffolk to structure our planning and teaching of religious education. This is delivered through the Emmanuel Project schemes of work and supporting resources.

The Suffolk Agreed Syllabus provides the framework for planning long term outlines (2-year cycle) through the Emmanuel Project. The long term plan is reviewed and revised by the Subject Leader, in line with the cycle of policy review and with different class arrangements year by year. Units have been allocated to a time in the year where it is felt it is most appropriate for that unit to be taught – in line with particular celebrations or sequenced to build on prior units. On some occasions this may be altered but all units must remain in the same year of the cycle so that complete coverage is ensured.

At times, class arrangements may mean that some units are changed or slightly different focus is given to a unit to ensure that coverage remains clear and that children do not repeat units of work. When this occurs, advice is taken from the Schools' Advisor from CofE Suffolk and make use of the additional units provided within the Emmanuel Project resources.

Medium term plans are constructed as units of work covering the key questions and ensuring that both the aims are covered in each lesson, to create a balanced approach to a topic. Specific learning objectives are taken from the Emmanuel project planning to form the lesson focus and children are encouraged to reflect on their learning by reviewing these at the end of a unit topic.

Curriculum delivery

Time allocation of RE is in line with recommendations – 36 hours per year in Key Stage 1 and 45 hours per year in Key Stage 2. This can be in weekly sessions, or as a 'block'

through special days, whichever suits the unit best. Approximately 30 minutes of RE per week is taught in Reception where there is no recommended time allocation.

In the Early Years Foundation Stage, festivals and celebrations from a range of world faiths are part of the annual planning and reflected in continuous provision throughout the year as well as in a dedicated unit of learning.

In RE lessons teachers aim to stimulate interest and enjoyment in learning, and especially to provide opportunities for all pupils to learn and achieve. Lessons are planned to take account of different learning styles, and to provide a variety of activities to promote learning. Lessons will be whole class based and thus mixed ability, but children may be grouped for discussion or activities where smaller numbers are appropriate.

A wide range of approaches is offered using e.g. artefacts, pictures, discussion or texts as starting points. Children are introduced to the sacred texts of the religions, and taught how these are used by each faith group. Practical activities such as cooking, model making, role play and simulation are included where appropriate.

At Cockfield CEVC School we recognise the importance of visitors and educational trips.

Where appropriate and possible, visitors are encouraged to come into school and visits are made to outside agencies, such as to the Discovery Centre at St Edmundsbury Cathedral, as well as places of worship from a range of world faiths.

Leadership and Management

The subject leader is responsible for the leadership and management of RE under the guidance of the Headteacher and the nominated governor for RE. Responsibilities will include setting the long term plan and monitoring its implementation, maintaining resources, monitoring attainment through half termly assessments and supporting staff in the teaching of RE.

The named governor will support the subject leader and assist in monitoring the subject through discussions, talking to children and taking part in learning walks to monitor the quality of provision.

Teaching and learning

The Emmanuel Project follows an enquiry-based approach looking at the key beliefs and concepts which are important in different faiths.

Teaching and learning is approached using two key aims:

- **Learning About Religion;** which includes enquiry, investigation, identifying and interpreting features and aspects of religion. It covers knowledge and understanding of individual religions and how they relate to each other, as well as the characteristics of religion. Pupils learn to communicate their knowledge and understanding using specialist vocabulary.
- **Learning From Religion;** which aims to develop pupils' ability to reflect on, and respond to, their own and others' experiences in the light of their learning about religion. Pupils should learn to develop and communicate their own ideas in relation to questions of identity and belonging, meaning, purpose and values.

The programme follows an 'Enquiry Cycle' model within each unit (Engage / Enquire / Explore / Evaluate / Express). All the units expand the EXPLORE section into three areas (scriptural text or narrative / community practice / daily living) to ensure a balanced approach to religious material, rather than an approach that focuses solely on religious festivals or sacred stories.

Contribution of RE within the Key Stages 1 and 2 curriculum

At seasonal times RE texts can be usefully employed in English for the purposes of drama, presentation and speaking and listening activities, including class or school productions.

Our library is well stocked with a range of books about all major world faiths which can be used as part of English lessons as well as in the study of RE.

RE can make an important contribution to use of language, enabling pupils to acquire and develop a specialist vocabulary, and to communicate ideas with depth and precision. In KS2 in particular there is more of an emphasis on communicating clearly in spoken language using appropriate specific vocabulary.

RE promotes thinking and questioning skills, use of reasoning and argument to present different viewpoints. It supports history or science in discriminating between historical or

scientific evidence and that of faith and belief from Divine revelation. Learning about the origin and spread of religious belief uses geographical knowledge, and helps consolidate understanding of the world defined in maps.

Music and art are widely used within RE lessons as starting points; in turn RE contributes to knowledge and understanding of both of the latter areas, as forms of expression of spiritual belief.

IT is an important medium for teaching and learning in RE. Children may develop and use essential IT skills within RE as they investigate and find out information from internet sources, evaluating the usefulness of their sources. In addition, digital photography/video brings authentic images into the classroom and children may use them to record their work, and/or to present it in class or in assemblies.

RE should make a significant contribution to inclusion in its focus on promoting respect for everyone.

Supporting children with SEN and the Able, Gifted and Talented

Lessons are accessible to all abilities, through offering a range of teaching styles, and should be adapted for access, or made more challenging as appropriate. This is particularly something to be aware of in the mixed age classes we have at Cockfield Primary School. Use of a range of questions and opportunities for discussion will help all children.

Trips and visitors

We are aware of our children's need to see faith in the world around them and as such the need to visit places of worship and have visitors in to share about their faith. There are regular visits in from the local rector and 'Open the Book' team and visits to the local church are easily organised. Teachers are encouraged to have trips and visitors as part of the units of work they are teaching including trips to places of worship from major world faiths. Visitors into school can be organised through East of England Faith Agency <http://www.eefa.net/>. EEFA can also be used as a means to organise school visits to places of worship.

RE in the Early Years

Reception age children have an entitlement to religious education under the Early Learning Goal of 'Understanding the world'.

Children will have weekly sessions of RE focussing on key questions around faith, using stories, practical activities and resources and artefacts as appropriate. Sometimes RE will consist of 2 shorter sessions across the week and on occasion, for example when finding out about celebrations, learning may stretch across a week through continuous provision.

Assessment and reporting

Teachers assess children's understanding and knowledge based on the lesson learning objectives set. These assessments are usually formative and used to plan the next steps in learning for individuals, groups or the whole class.

Over a unit of work, assessments are made according to key attainment target steps descriptions, for both learning aims. They are the basis for a descriptive evaluation of a pupil's attainment in RE, which will be reported to parents annually.

Children have assessment books which they use to explore and then explain their understanding of the key questions raised in each unit of work. At the beginning of the unit they are given the opportunity to share what they already know and understand about the key question and to raise questions or comments about what they don't understand yet. At the end of the unit they return to the same question and can update with what they have discovered during the unit of work. In addition, teachers may use Bloom's Taxonomy tasks or short quizzes for children to show what they have learned. In addition, class scrapbooks show the journey through each unit of work and include comments or quotes from children which help staff assess levels of understanding.

In EYFS assessment is made using the criteria to achieve the ELG. This is also documented in a class scrapbook.

Resources

Library stock includes a good range of up to date text books and stories for RE use. There are sets of Bibles, plus Jewish, Christian and Muslim information and story books. There are copies of the sacred texts for class demonstration use, to show how these are viewed by religious adherents, remembering to show respect and care for these special texts. A range of supporting story texts for KS1 units are also available.

A collection of artefacts for each religion is available. We have symbolic objects as well as practical items for children to handle and use.

In addition, resource boxes are available to borrow from the Discovery centre at the Cathedral.

Central resources are regularly reviewed and as finances allow, new items are bought.

Monitoring and review

The subject leader will undertake review of the implementation of the Agreed Syllabus throughout the school, and oversee the two-year long term plan. Adjustment of timing and organisation of topics may be made, where it is felt appropriate.

Standards of work will be monitored by the subject leader through lesson observation and scrutiny of children's work, and child interviewing/perception surveys will be undertaken.

Provision for Withdrawal from RE

Parents have the right to withdraw their child from RE session (fully or partially) Schools must enable parents to exercise this legal entitlement. Parents must contact the headteacher if they wish to withdraw their child, but specific reasons do not have to be given. It is hoped that in discussing their requirements, an understanding can be reached and arrangements for alternative RE or supervision can be made.

Teachers may withdraw from RE. Their classes, however, are legally entitled to RE. The head teacher is responsible for alternative provision for pupils. If a member of staff chooses to exercise this right, staff members would swap teaching responsibilities, with the subject leader teaching RE for the affected class and the other member of staff teaching an alternative subject in the subject leader's class.

Signed: Norman Kelly

Cockfield Primary School

5th December 2022

Review: December 2024