



# Woore Primary and Nursery School

## Religious Education Profile

The UK is an increasingly multi-cultural society and at Woore Primary and Nursery School we believe that Religious Education plays an essential role in preparing our pupils to live and work in that society.

### **Aims**

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We aim to develop the children's knowledge and understanding of Christianity and the other major world faiths, and to address fundamental questions concerning the meaning of life and the existence of a divine spirit. Children will reflect on what it means to have a faith and develop their own spiritual knowledge and understanding. We aim to help our children learn about religion and to learn from religion. We will teach children to have respect and consideration for the beliefs and traditions of others and become sensitive and tolerant towards others who have no religious beliefs.

### **The National Legal Framework for RE**

The 1988 Education Reform Act (ERA) stipulates that Religious Education is compulsory for all pupils attending a maintained school. ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other main religions. We expect all children to take part in RE lessons, however, the ERA allows parents and carers to withdraw their child from Religious Education if they so wish.

At Woore Primary and Nursery School the RE curriculum is based on the Shropshire Agreed Syllabus.

### **The Shropshire Agreed Syllabus for Religious Education**

The Shropshire Syllabus teaches RE through a range of appropriate religious questions that provide children with the opportunity to gain important insights into their own beliefs and values, as well as those of other religions. Children are encouraged to 'answer' these questions through exploration, reflection and investigation. The questions are revisited throughout the EYFS, KS1 and KS2 in a stimulating and increasingly challenging way.

To supplement the Shropshire Agreed Syllabus, we subscribe to Natre which provides further guidance and detail along with units of work to support the teaching and learning across the school.

## **RE at Woore Primary and Nursery School**

**Long term** - the long term plan is set out as a two-year cycle and is available on the school website.

**Medium term** - RE is planned as blocked half-termly or termly units. Each unit poses a fundamental question to be explored which is developed further in future units across the Key Stages.

**Short term** - We aim to:

- plan teaching and learning activities that will enthuse, engage and motivate the children;
- present RE activities in the context of role-play, art, drama, music, ICT and discussion. We do not always expect children to 'write' about what they have learnt;
- where possible plan creatively to link RE to each term's theme;
- utilise special events (such as religious festivals and celebrations);
- maximise first-hand and practical experiences using good quality resources and appropriate visits and visitors.

## **EYFS**

In reception, RE forms an integral part of the mixed age class of reception and year 1 pupils. Aspects of RE are linked to objectives set out in the Statutory Framework for the Early Years Foundation Stage; in particular the objectives related to Personal, Social and Emotional Development.

## **KS1 and KS2**

Children study a range of religions throughout Key Stage 1 and 2 with a prime focus on Christianity. In KS1 children will look more closely at Judaism and touch upon other faiths such as the Muslim faith; in KS2 additional faiths are studied in greater depth.

## **Assessment**

The work produced by the children serves as a record of the work covered. This may take a variety of forms including photographs, posters, music, videos, artwork, writing, ICT, class books. Informal judgements of children's achievements are made through observation of the child and these will inform the written assessments made in each child's annual report.

## **Inclusion**

RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Therefore we ensure that all children have an equal access and entitlement to RE

regardless of race, gender, culture or class. Activities are differentiated to take account of the needs of all pupils, including those with SEN, EAL.

## **Resources**

Resources are kept in a central area; there is a box for each major religion (Christianity, Hinduism, Judaism, Sikhism, Buddhism and Islam). The resource boxes contain artefacts, stories, books, posters and photographs. In addition, the school library has a collection of RE topic books which we are able to loan. Online resources are available through our annual subscription to R.E Today and Natre. These come in the form of lesson plans, power points, videos, photographs, web links and other useful information.