

Rosemellin School

Religious Education Rolling Programme

Curriculum Time

Religious education should occupy 5% of curriculum time. This can take place on a weekly basis or be blocked together each half-term. Sometimes a mix of these approaches may be appropriate.

In Key Stages 1 and 2, Christianity should occupy no less than 60% of RE time while the other religious traditions should form no more than 40% of the religious education being taught.

Special Educational Needs

The Cornwall Agreed Syllabus for Religious Education 2014 has a special education section for pupils who cannot access the syllabus at Level 1 or above (pg 63-73). This section includes p-scales for religious education.

British Values

The R.E. curriculum should nurture the spiritual, moral, social and cultural development of pupils. In addition, it also provides an opportunity to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In particular, the R.E. curriculum should contribute towards the following knowledge and understanding:

- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. Children should understand that while people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. They should be aware of the difference between the law of the land and religious law.
- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Every year group uses **Circle Time** as a 'Safe Space' in order to encourage and facilitate discussion. For example, Y5/6 also hold weekly 'Discuss the news' sessions which may support discussions on radicalisation and extremism.

Foundation Curriculum

Religious education in Foundation should address the relevant early learning goals through the celebration and experience of the following festivals:

- Harvest
- Christmas
- Lent
- Easter
- Pentecost/Whitsun
- Two Cornish festivals, eg St Piran's Day and Trevithick Day.

Some of the stories from the Old Testament and New Testament should also be used as starting points for these children.

KS1 Rolling Programme

In KS1, the children will study Christianity and Hinduism. A two-year rolling programme will be followed.

KS2 Rolling Programme

Year 3/4

In Year 3/4, the children will learn about Christianity, Judaism and Hinduism. A two-year rolling programme will be followed.

The first half-term of work on Hinduism or Judaism should include an introduction to that religion in terms of:

- Where you would find these religious groups in Britain;
- What their local presence is (see pg 78-81);
- Key beliefs and practices.

The second half-term should then consist of an in-depth study of one theme selected by the teacher.

KS2 Rolling Programme

Year 5/6

In Year 5/6, the children will study Christianity, Sikhism and Islam. A two-year rolling programme will be followed.

The first half-term of work on Sikhism or Islam should include an introduction to that religion in terms of:

- Where you would find these religious groups in Britain;
- What their local presence is (see pg 78-81);
- Key beliefs and practices.

The second half-term should then consist of an in-depth study of one theme selected by the teacher. In Year 6, this may be linked to an in-depth study of Christianity. This should enable the pupils to consolidate their learning before moving to secondary school.

Assessment

The two attainment targets for RE (Learning about religion (AT1) and Learning from religion (AT2)) should be used to inform planning. There is no requirement to assess work against the levels, but teachers may find them useful for measuring pupil attainment/progress, informing subject evaluation and reporting to parents.