



## COCKFIELD COMMUNITY PRIMARY & NURSERY SCHOOL

### RELIGIOUS EDUCATION (RE) GUIDELINES

#### ORGANISATION

Religious Education is generally delivered as a discrete subject and should be planned for in its own right. The main focus of RE should always be the enhancement of religious understanding. It also contributes to the aims of the whole school curriculum and has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled.

This should provide opportunities for:

- Children to develop and apply their English, mathematics and computing skills
- Personal, emotional, spiritual, moral, social and cultural development
- Enhancing children's understanding of religions and beliefs through making links to other areas of learning and to wider issues of interest and importance

#### CROSS CURRICULAR LINKS

##### **Understanding English, communication and languages**

Discussion, drama, and role-play are aspects of the English National curriculum and are important factors in the teaching and learning of RE. In RE children are exposed to a range of distinctive forms of written and spoken language, including sacred texts, stories liturgy, poetry and worship. These are all-powerful forms of language linked to fundamental needs and aspirations. RE has distinctive concepts, vocabulary and terminology, which stimulate the children to use their own language skills and to appreciate cultural backgrounds. Pupils will develop their skills of discussion, constructing reasoned arguments, and presenting information in a variety of formats and build on the understanding that effective communication depends upon understanding people and the issues that concern them.

##### **Mathematical understanding**

The children could collect and record data, e.g. places of worship in the locality.

##### **Scientific and technological understanding**

The children should be given the opportunity to use the internet and email to gather information (written and pictorial) and presented their work in various ways using the ICT programmes available. Children can make links to science, for example topics relating to light, colour, sound and the natural world.

## **Understanding physical development, health and wellbeing**

There are very close links between RE and this subject. Issues in both subjects develop awareness of society as a whole, personal roles and responsibilities in society, the sense of belonging to a community, religious and moral beliefs which influence choices and decisions made, social and political awareness, charitable groups, and personal awareness and development. Through the expression of performing dances from religious traditions, the awareness of the concept of healthy mind, healthy body, the value of rules and fair play will become more apparent.

## **Understanding the arts**

The children can be given the opportunity to explore religious imagery in works of art, and the design of religious buildings. Music can be used as a means of expression in services.

## **RESOURCES**

Resources are kept in the central resource room/staffroom and are organised where possible by religion. Resources can also be loaned from Durham Learning Resources. Online resources can be found on the Durham Learning Platform.

## **TEACHING AND LEARNING STYLES**

To promote continuity and progression in skills, attitudes and concepts in both RE attainment and targets a range of learning experiences should be offered at all ages. The following suggestions have the capacity to develop an interest in and understanding of religion, and it's relevance to its followers. They can also offer children of all abilities an opportunity to learn from religions and gain personal insight. It is vitally important that children throughout the school are actively involved in their learning.

## **DIRECT EXPERIENCES**

### **Visits**

To places of worship and of religious significance, art galleries and museums.

### **Visitors**

Invitation to members of religious communities to talk about their role, customs or particular topics. This can give children the opportunity to ask questions and gain a deeper and more meaningful understanding.

### **Events**

Events that are events, which demonstrate the role of a religious community, charitable organisations or special services of remembrance or thanksgiving.

### **Artefacts**

Live religion brought into the classroom for the children to observe and consider the beliefs and symbolism they represent. The physical evidence of religious belief and practice can further interest and understanding.

## **SENSORY EXPERIENCES**

The sensory approach is an excellent way of children organising their immediate impressions when entering a religious building for the first time. What do you see? Hear? Smell? Etc.

### **Sight**

Using posters, pictures, visits, video and art to experience and appreciate the colour of religion.

### **Hearing**

Listening to religious sounds such as bells music and chants.

**Smelling**

Incense, candles burning, festival foods.

**Tasting**

Festival foods from a range of cultures

**Touching**

Artefacts enables children to heighten their kinaesthetic learning.

**EXPRESSION****Music, dance and drama**

Such expression helps the children to internalise the meanings and feelings promoted through religious stories and acts of worship.

**Making**

Making festival foods and cards, artefacts, displays, models and photographic displays.

**Discussion**

Giving and listening to personal views and discussing meanings and symbolism. Children can talk about relevant current affairs.

**Writing**

Writing such as creative writing, story boards, writing prayers, poems, posters, group brainstorming sessions, e.g. God is ....

**Reflection**

Having times of inner stillness and reflection, develop the value of feelings and emotions; reflect on the natural world and personal attributes.

**Information Technology**

Gathering information from the Internet, presenting findings and work.

**SYMBOLISM****In literature**

Begin to understand and identify symbolism in religious and non-religious stories, myths and legends, hymns, religious language, services, vows, and other religious vocabulary. Pupils might begin to distinguish between literal and non-literal meaning.

**Arts**

To begin to recognise religious expression and meaning in paintings, music and artefacts.

**Religious Symbols**

To become aware of the badges, flags, colours, actions used in worship.

**DIFFERENTIATION**

Differentiation allows all children to show what they know and understand. Tasks are set which enable all pupils to succeed whilst allowing them to make progress.

RE can be differentiated through~:

- Content
- Tasks
- Outcomes
- Support given
- Resources available

## **Continuity and Progression**

The syllabus allows for a development approach to religious education. Continuity across the key stages can be achieved through the development of the following:

- Aims
- Concepts
- Skills
- Attitudes
- Attainment targets
- Learning experiences
- Questioning asked
- Enquiry based learning (development of the cycle of enquiry)

*(see Agreed Syllabus for Religious Education in Durham 2012)*

Progression is to be achieved through the process of ‘building on’ both within and across the key stage, i.e. the same topic may be covered in each key stage but at different levels, as set within the expected levels of attainment for each year group. Progression can be achieved by pupils having the opportunity to:

- Deepen their knowledge and understanding of religious concepts and moral issues.
- Deepen their reflection on questions of meaning and personal insight, and by making increasing reference to non-religious views life’s meaning and purpose.
- Extend their religious vocabulary and language and the ability to recognise and use technical terms and symbols.
- Become more critical in their thinking
- Develop skills and concepts
- Become more independent in the cycle of enquiry.
- Make increasingly complex studies in religion.

## **ASSESSMENT**

We believe that effective assessment provides information to improve teaching and learning, please refer to The Assessment, Record Keeping and Reporting Policy and Guidelines.

## **MARKING AND PRESENTATION**

Marking and presentation of mathematics will be carried out in line with The Whole School Marking and Presentation Policies.

## **PROGRAMME OF STUDY**

The school follows the 2012 Agreed Syllabus for Religious Education in Durham

## **ACCESS AND REVIEW OF POLICY**

The RE Guidelines will be accessible to all staff and the community through the school’s website. Hard copies can be obtained through the school office.