

## Subject Area – RE/SMSC

### Rational Overview

– What does this subject look like at Chancel Primary School?

Here at Chancel, pupils take part in RE/SMSC lessons every other week for one and half hours which are based on The Staffordshire Agreed Syllabus for Religious Education (Statutory Requirements 2016).

#### **Curriculum Aims**

The role of Religious Education in school is to help prepare and equip all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing level of religious literacy.

To help aid learning Chancel has adopted 'Discovery RE' scheme of work which shows progression throughout the year groups.

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry based approach to teaching and learning.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries.

Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps three and half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

#### *SMSC (Spiritual, Moral, Social and Cultural) development*

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group. Further support for SMSC can be found on *British Values*

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents in the Overview section of the folder and at the beginning of each year group show how.

#### *Mindfulness*

Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

In addition to structured RE/SMSC lessons, Chancel works hard at giving children opportunities to take part in educational trips such as The Derby Faith Trail, workshops delivered by the local PCSO, planned assemblies covering a variety of topics, fortnightly assemblies led by St. Augustines telling bible stories through drama, NSPCC assemblies and workshops and

Focus Week where each year group is given a certain faith for their children to research, take part in activities and lessons. Key Stage 2, this year also had the opportunity to have a workshop related to Refugees and The Lady in Black, which covered Islam.

## Intent (overarching

aims- What skills do we wish our pupils to acquire?

### By the end of Reception

- Pupils talk about the past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to places, objects materials and living things including faith buildings e.g. the church.
- Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special.
- Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities and traditions.

### By the end of Year 1

- Pupils use some religious words and phrases to recognise and name features of religious life and practice value by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.
- Pupils can talk about their own experience of the world around them and in particular what is of value and concern to themselves and to others.
- Pupils can demonstrate awareness that there is more than one religious tradition or faith community.

### By the end of Year 2

- Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.
- Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.
- Pupils are able to name more than one religious tradition or faith community, and talk about some of the distinctive features of each such religious tradition/faith community.

### By the end of Year 3

- Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

- Pupils ask important questions about values, commitments and beliefs, making links between their own and other's responses, attitudes and behaviour.
- Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in plural context.

#### By the end of Year 4

- Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.
- Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choice.
- They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values, and choices. They are able to recognise in themselves and others some reactions to living alongside others who have different faith or stance.

#### By the end of Year 5

- Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.
- Pupils ask, and suggest to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connection between personal viewpoints and action.
- Pupils explain what inspires and influences them, expressing their own and others' views on opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.

#### By the end of Year 6

- Pupils use religious and philosophical vocabulary to give accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.
- Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.

- Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.