



## **Rush Common School Professional Practice Document ("PPD") for RE**

### **1) Legal Requirements**

The National Curriculum states the legal requirement that:

"Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools must teach Religious Education. All schools must publish their curriculum by subject and academic year online."

Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE.

At Rush Common, we follow the Oxfordshire Agreed Syllabus published in 2015. This is available in school and our schemes of work are based upon this document. There is a major emphasis on Christianity in both Key Stage 1 and Key Stage 2. In addition, we cover Judaism in Key Stage 1 and 2, with the addition of Hinduism in Key Stage 2.

### **2) Aims**

Rush Common School aims to provide a broad and balanced R.E. curriculum, which benefits all children irrespective of their backgrounds. Our intention is not to instruct children in a particular faith but to provide them with the opportunity to learn about a variety of religions so that they may make their own informed decisions. Because they live in a multicultural, multi religious society, Religious Education is vital in order that children learn to value their own religious background and respect the beliefs of others.

### **3) The RE Curriculum**

3.1) Religious Education is taught weekly. Where possible other curriculum areas are used to reinforce the teaching of RE. The Oxfordshire Agreed Syllabus lists the following key questions from which our plans are based.

	Key Stage 1	Key Stage 2
1.	What do people believe about God humanity and the natural world?	How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?
2.	What makes some stories special in religion?	What do different sacred texts teach us about life and how do they influence people differently?
3:	How and why are celebrations important in religion?	In what different ways do people worship and what difference does this make in their lives?
4:	How and why do symbols express religious meaning?	What makes some occasions in life significant and how and why are these recognised and celebrated?
5:	What makes some teacher and leaders special for religious people?	How are religious and spiritual ideas expressed and why is literal language not adequate?
6:	What do we get out of belonging to different groups and how do we show that we belong?	What is it about key religious figures that makes them inspirational for religious believers?
7:	What makes me special?	How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?
8.		How do religious families and communities practice their faith and how is this seen in local communities?
9.		How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?

3.2) Not every aspect of the three religions can be covered in Primary School. We select each area to be studied carefully and have a scheme of work to ensure continuity and progression through the key stages.

3.3) RE is taught in Foundation Stage as part of the cross-curricular, EYFS curriculum and includes specific planned activities (for example, festivals, special places, places of worship) as well as unplanned opportunities for developing children's knowledge and understanding of religious beliefs through circle time, pupil initiated learning and daily routines.

3.4) Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.

- 3.5) Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.

#### **4) Methods of Teaching R.E**

Activities and resources which facilitate learning include discussion, questioning, artefacts, stories, visits, visitors, drama including ART and Music and the use of ICT.

#### **5) Recording and Reporting R.E.**

- 5.1) Like any other area of the curriculum, we assess how the children are developing in relation to the two Attainment Targets in RE which are:

Attainment Target 1- Learning about Religion:

- beliefs and teachings practices and lifestyles
- expression and language

Attainment Target 2- Learning From Religion:

- identity and experience
- meaning and purposes
- values and commitments

- 5.2) By the end of Key Stage 1, we would expect children to be able:

- To know that there are special occasions, artefacts and places associated with religion and say what they are for
- To be able to talk about the importance of religious activities for some people.
- To know that there are many puzzling questions about life and to share some possible explanations as a result of personal reflection.

- 5.3) By the end of Key Stage 2, we would expect the children to be able:

- To describe the main characteristics of religious practices and to give an outline description of the main beliefs.
- To be able to give examples of codes of conduct and lifestyle which result from holding a religious belief and relate these to their own views

#### **6) The Parental Right of Withdrawal**

Parents have the right to withdraw their children from Religious Education if they wish. This must be discussed with the Head Teacher.

#### **7) Rights of Teachers**

All teachers have the right to withdraw from teaching R.E. but it is the responsibility of the Headteacher to ensure that each child receives his/her legal entitlement to RE.

## 8) Review of this PPD

The Leadership Team reviews the PPD every 3 years. They may however review the PPD earlier, if required.

Approved by the Leadership Team November 2018

Signed: *Jacquie Stevenson*

Headteacher

Review Date: November 2021