



### **Religious Education Intent:**

RE in a church school should provide opportunities for children to understand what it means to be a religious believer in the world today and help them to understand how Christian beliefs inspire and underpin the values of the school community that they are a part of. RE in Bunny CE Primary School should support children to recognise and act on the insights, principles, beliefs, attitudes and values that could influence, inspire or guide them in life.

### **'The National Society Statement of Entitlement'**

The Church of England National Society has set down the following aims for RE in a Church of England School:

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today.
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents.
- To develop understanding of religious faith as the search for and expression of truth.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.

### **Opportunities in RE.**

In Bunny C of E Primary School pupils will have opportunities to:

- Learn about and from the life, teaching and example of Jesus Christ through the gospels.
- Explore and discover Christianity locally, nationally and globally.
- Recognise and learn from diversity within Christianity.
- See the Christian faith in the context of religious diversity, learning about and from other major religions and beliefs in the UK and beyond.
- Face the challenges of diversity with respect.

### **Religious Education Implementation:**

RE is delivered in accordance with the Nottinghamshire Locally Agreed Syllabus 2021-2026.

Bunny C of E Primary School's Long Term Planning for R.E. outlines key knowledge and skills taught over a two-year cycle (one year for Reception) and is taken directly from the

Nottinghamshire Agreed Syllabus. Teachers use the framework of the Long Term Plan to create a series of RE lessons.

Teachers use the Understanding Christianity resource as a basis for planning units about Christianity and resources within the Nottinghamshire Agreed Syllabus for other religions and belief systems. The school also purchases a subscription to RE Today which provides further support through a primary school curriculum resource. RE is delivered in ways that make it a lively, active subject by employing a variety of teaching methods; including technology, art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection.

Cultural capital is considered at this stage with the aim of providing enrichment and enjoyment within the subject of RE. Visits to places of worship and visitors from faith communities are actively promoted to increase understanding and empathy. Creative and artistic expressions of faith, worship and belief are studied, experienced and encouraged. Key knowledge that children have learnt is highlighted in RE books through the use of QFL statements referring to knowledge and skills and one activity in each unit is nominated as an opportunity for assessment. Assessment statements and RE books are used as a tool to recap prior learning and inform teachers' planning to ensure progression. Short assessment tasks take place at the end of each unit of work. Key learning objectives are summarised on knowledge organiser pages.

#### **Religious Education Impact:**

Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making expected progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes at the end of the academic year;
- Pupil discussions about their learning;
- Pupils' work in books and evidence of enrichment / cultural capital.

#### **The Contribution of RE to Other Curriculum Aims**

##### **Spiritual, moral, social and cultural development (SMSC)**

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. Church schools are particularly concerned about the holistic development of children and young people and recognise that a good education is about forming people who have the moral strength and spiritual depth to live a

fulfilled life in a society that is marked by rapid change, global competition and insecurity. RE should play a key role in this.

### **The school's Christian values**

RE should contribute to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of these values, where they come from and how they can be put into practice across a range of experiences. At Bunny School, we link our whole curriculum to Christian values using the What If? Learning approach. For more information on this approach and ethos, see <http://www.whatiflearning.com/big-picture/>. Teachers make links in their planning between the What If? values and the National Curriculum content to ensure that the children are able to see how our values shape the character of our school. Teachers make frequent reference to our values as a natural part of classroom life.

For more detail, see <http://www.whatiflearning.com/strategies/seeing-anew/>  
<http://www.whatiflearning.com/strategies/choosing-engagement/>  
<http://www.whatiflearning.com/strategies/reshaping-practice/>

### **Respect for All & Global Learning**

RE makes an important contribution to a school's responsibility to promote respect for all, responsible citizenship and global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism. It can also impact on the school's duty to promote community cohesion. By examining the beliefs and inspiration provided by key religious figures, RE should also play a part in encouraging pupils to contribute to the school and wider community and to develop attitudes of service to others.

RE provides a positive context within which the diversity of cultures, beliefs and values within the school community can be celebrated and explored. It provides opportunities to investigate patterns of diversity of religion and belief in the local community in which it is located and for forging links with different religious groups in the local area in particular local churches. A major focus of RE should be the study of diversity of religion and belief in the UK and how this influences national life. RE also involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

### **The promotion of 'British Values'**

RE provides opportunities to promote and discuss the 'British Values' of democracy, the rule of law, individual liberty & mutual respect. These discussions may also play a part in helping schools with their new duties in terms of preventing individuals from being drawn into terrorism. Church of England Schools should see themselves as part of the solution to the threat of radicalism. This should involve not just trying to prevent the development of an extremist view but should be more about promoting a positive

vision of the contribution of different religions. This means high quality religious education should equip children with accurate information, critical skills and that pupils should be taught that those who advocate violence and hatred in the name of God are distorting their faith.

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