



Our vision for Religious Education at Edna G Olds Academy – Religious Education Curriculum Statement

Religious Education for all - Intent

The aim of RE is that all pupils will know about and understand a range of religions and world views. RE lessons will support children to express their own ideas and insights in a psychologically safe space so that they can explore the significant human questions which religions address. RE provokes challenging questions (The Big Questions) about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong, and ultimately what it means to be human. Meaningful dialogue underpins learning to believe in one's self and value the opinions of others so that children understand the impact of positive participation in a diverse community and society, both now and in their futures. Within this process children will gain and deploy the skills needed to develop their knowledge of religion, one another and the world around them as well as their cognitive and linguistic development.

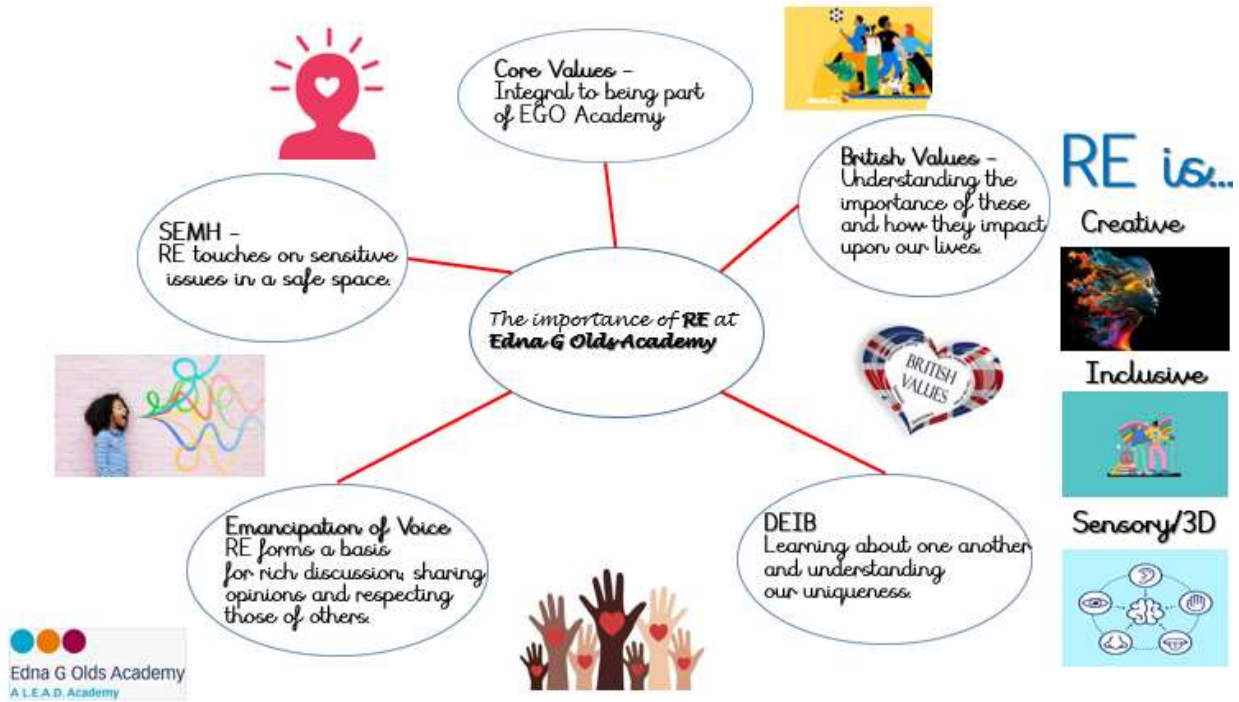
What are 'The Big Questions)?

<https://bigideasforre.org/what-are-big-ideas-for-re/>

Religious Education and the Edna G Olds Curriculum -Implementation

Overview
Slavery
Courageous Acts
Transformations
Innovations and Inventions
Power and Communication
Bridges and Structures

When approaching RE in terms of planning, teaching and learning –



All lessons follow the 'REAL' model for teaching and learning:

Reflect -what you already know?

Educate- the learning you are going to be doing today

Apply- application of what you have been taught

Learnt- what have you learnt today?

Organisation of RE –

Agreed Syllabus for Nottinghamshire

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:

Reception (4-5)	Developing a growing sense of the child's	Non-religious world views in RE: Many	This is the minimum requirement. Many
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<p>50 minutes a week/shorter sessions through continuous provision/ participation of whole school RE days or events. (NB – RE can feed into assembly, but RE must have distinct time to assembly.)</p>	<p>awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.</p>	<p>pupils come from families and communities that practice no religion. Many people reject supernatural explanations of human life.</p>	<p>schools may wish to go beyond the minimum. Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions and beliefs. Regarding how many religions are covered –</p>
<p>Key Stage 1 (5-7) As above</p>	<p>A minimum of two religions are to be studied. Christianity and at least one other religion (Judaism is the recommended example). Religions and beliefs represented in the local area</p>		<p>Remember ‘depth is more important than overstretched breadth.’</p>
<p>Key Stage 2 (7-11) An hour a week a week/or shorter weekly sessions and participation of whole school RE days or events/assembly. (NB – RE can feed into assembly, but RE must have distinct time to assembly.)</p>	<p>A minimum of three religions are to be studied. Christianity and at least two other religions (Hinduism and Islam are recommended).</p>		

Whilst the curriculum is compulsory, lessons should allow for timely and sensitive responses to be made to unforeseen events locally, nationally or globally of a religious, moral or philosophical.

The concepts and themes within our curriculum as shown above support the children to develop their knowledge and skills and grow in terms of **SMSD** as follows –

What is SMSD?

SMSC stands for **spiritual, moral, social and cultural development**. All schools in England must now show how well they support children’s SMSC development (HMI).

What does each aspect of SMSC include?

The following aspects of SMSC are defined as:



Spiritual: The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

Historical reflection involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts can be used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of past and modern-day issues and how these interpretations have been arrived at.

Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Dialogue is a platform to explore show compassion for people facing dilemmas and to empathise with decisions which people both in the past and today made, and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events linking with the value of justice.

Social: The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

Children can explore the similarities and contrasts between past and present societies and compare them to life in 'the modern world'. They can examine how other cultures have had a major impact on the development of 'British' culture (link to FBV). Children should also be encouraged to build up their own social development through collaborative and team working activities with emphasis on the idea of a 'safe space'.

Cultural: The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

As an inclusive school, children are encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture in spiritual terms.



Ofsted also require schools to promote 'British values' at every level including through their SMSC development, the curriculum and school leadership.

What are fundamental British values?

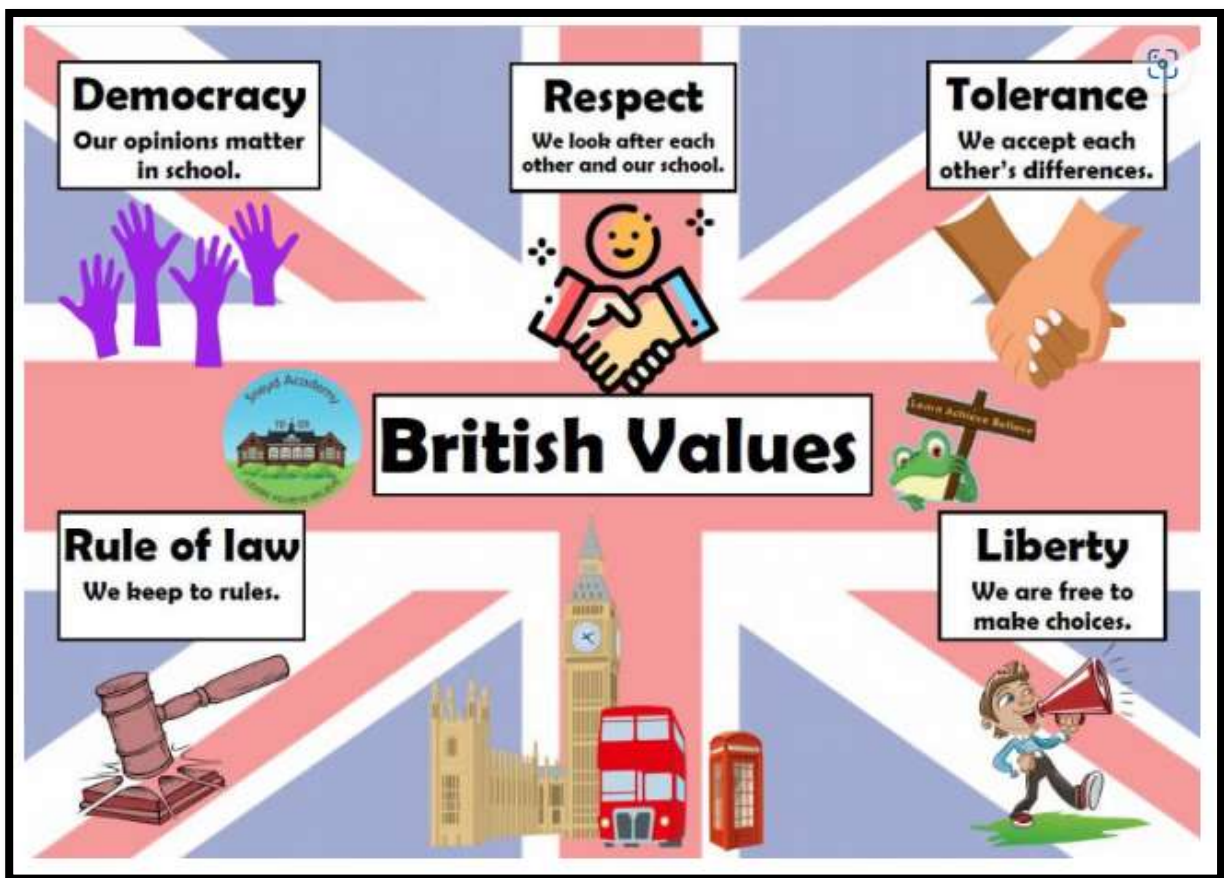
The fundamental British values are:

Democracy

The rule of law

Individual liberty

Tolerance (acceptance) and Respect



Read the DfE document Promoting Fundamental British Values through SMSC to find out more about how FBV should be promoted in school -

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Fundamental British Values

RE makes a key educational contribution to pupils' explorations of British values Teaching the Nottingham City and Nottinghamshire Agreed Syllabus for Religious Education will enable pupils to learn to think for themselves about British values. Questions about whether social and moral values are best described as 'British values' or seen as more universal human values will continue to be debated, but for the purposes of teachers of RE, the subject offers opportunities to build an accurate



knowledge base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity. Values education and moral development are a part of a school's holistic mission to contribute to the wellbeing of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils' moral development is a whole school issue.

- **Mutual tolerance.** Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. The baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point: it is much better than intolerance.
- **Respectful attitudes.** In the RE curriculum attention focusses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs and are challenged to be broad minded and open hearted.
- **Democracy.** In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.
- **The Rule of Law:** In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective of a person's status or wealth.
- **Individual liberty.** In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Parents/Carers

Parents have the right to withdraw their children from religious education and/or collective worship.

From age 16, pupils can choose for themselves to opt out of collective worship if they wish. However, they cannot opt out of receiving religious education without parental consent until they are 18.