



Religious Education

'RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.'

Year 9 pupil



RE must be provided for all pupils in state funded schools in England. This is a legal requirement and is also a necessary part of a 'broad and balanced curriculum.'

RE is locally determined not nationally. It is taught in accordance with requirements of the Standing Advisory Council for Religious Education (SACRE). Planning is based on the Oxfordshire Agreed Syllabus. The RE curriculum drawn up by SACRE 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (Education Act 1996 Section 365)

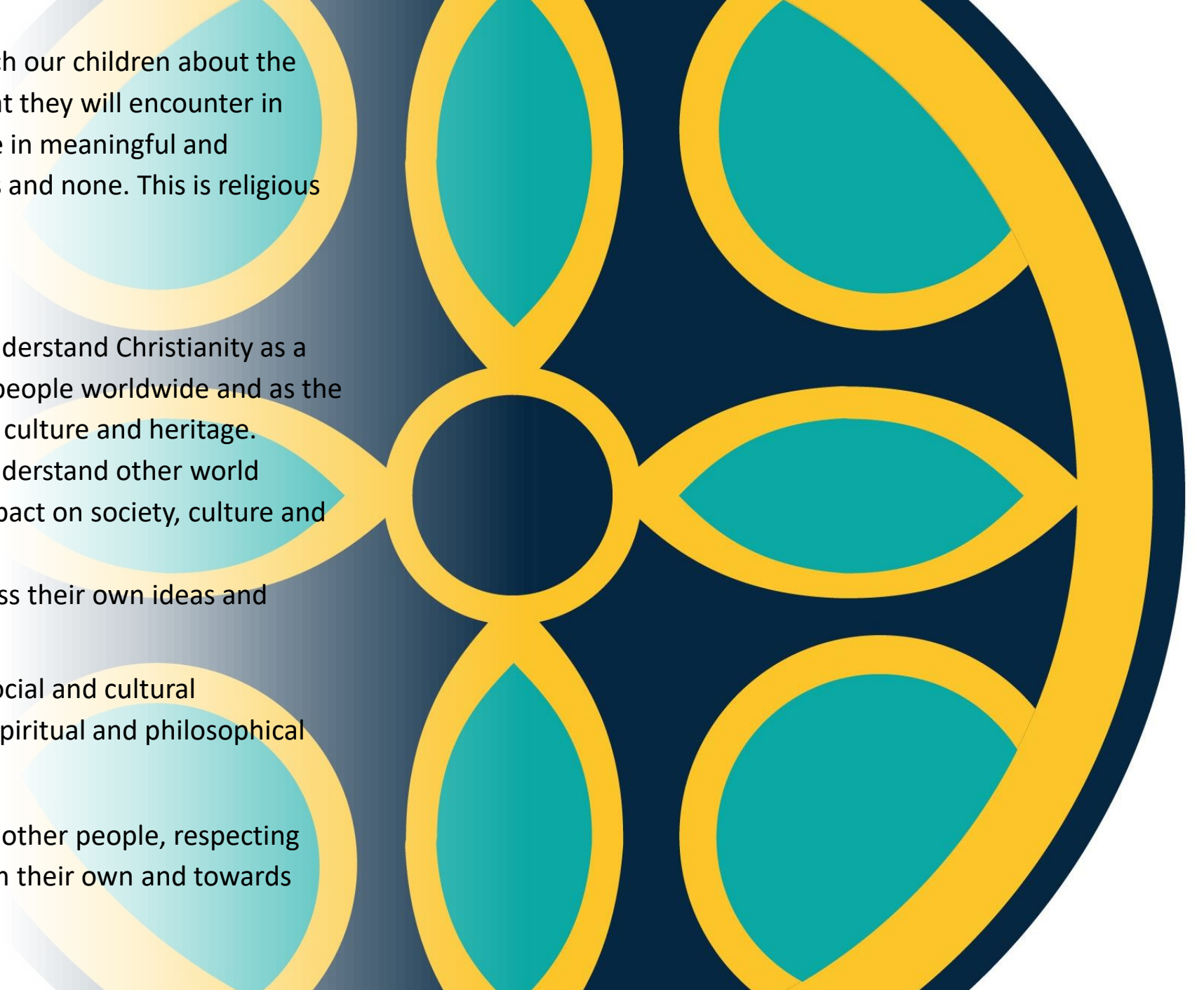
Religious Education (RE) is not part of the National Curriculum but must be taught in schools by law. We are a Church of England Voluntary Controlled School and hold a strong commitment to teaching the principles of Christianity. Religion and beliefs inform our values and are reflected in what we say and how we behave. At St Kenelm's CE Primary School, RE is an integral part of the curriculum in developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.



At St Kenelm's, the purpose of RE is to teach our children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

The aims of RE in our school are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion which has most shaped British culture and heritage.
- To enable pupils to know about and understand other world religions and world views and their impact on society, culture and the wider world.
- To enable pupils to consider and express their own ideas and insights.
- To contribute to the spiritual, moral, social and cultural development of pupils and their own spiritual and philosophical convictions.
- To develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.





Our RE curriculum follows the Locally Agreed Syllabus. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. Approximately two-thirds of the time is devoted to Christianity. Other religions are covered according to the syllabus; eg Judaism in KS1, Hinduism & Islam in KS2.

RE is taught using an enquiry-based approach, (based around Big Questions and an investigative approach) that is challenging and robust. Learning is organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities are made to engage in age-appropriate, meaningful discussion. Where possible, pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques are used to enable all children to make progress in RE regardless of their starting points, ability or background.

Assessment procedures will follow those of the Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school. Students will engage in a variety of activities, which will also enable teachers to assess what they have learnt.



Through the high quality first teaching of RE taking place, we will see the impact of the subject in different ways:

- Pupil voice - children will be able to talk about the skills and knowledge they have acquired.
- Children will be engaged in RE lessons and want to participate further.
- Work will show that a range of units are being covered, cross- curricular links are made, where possible, and differentiated work set as appropriate.

The teaching of RE gives children valuable insights into the diverse beliefs and opinions held by people today. It helps personal development and supports an understanding of the spiritual, moral, social and cultural questions that surface again and again in their lives.

RE Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	Is everybody special? <i>Christianity</i>	Should we celebrate Harvest or Christmas? <i>Christianity</i>	Do we need shared special places? <i>Judaism</i>	Should everyone follow Jesus? <i>Christianity</i>	Are some stories more important than others? <i>Christianity Judaism</i>	Should everyone follow Jesus? <i>Christianity Judaism</i>
YEAR 2	Who should you follow? <i>Christianity Judaism</i>	Do religious symbols mean the same to everyone? <i>Christianity Judaism</i>	Is it important to celebrate the new year? <i>Christianity Judaism</i>	Is Easter important for the church? <i>Christianity</i>	Can stories change people? <i>Christianity Judaism</i>	How should you spend the weekend? <i>Judaism</i>
YEAR 3	Does taking bread and wine show that someone is a Christian? <i>Christianity</i>	Is light a good symbol of celebration? <i>Christianity Judaism Hinduism</i>	Is a Jewish/ Hindu child free to choose how to live? <i>Judaism Hinduism</i>	Does Easter make sense without Passover? <i>Christianity Judaism</i>	Does Jesus have authority for everyone? <i>All Religions</i>	Can made up stories tell the truth? <i>All Religions</i>
YEAR 4	Do Murtis help Hindus understand God? <i>Hinduism</i>	Should Christians worship Mary? <i>Christianity</i>	Is a holy journey necessary for believers? <i>Christianity Hinduism</i>	Should believers give things up? <i>Christianity</i>	Did Jesus really do miracles? <i>Christianity</i>	Does Prayer change things? <i>All Religions</i>
YEAR 5/6 (Cycle A) 22-23	Are you inspired? <i>Christianity</i>	Does God communicate with man? <i>Christianity</i>	Does the community of the Mosque help Muslims lead better lives? <i>Islam</i>	Was the death of Jesus a worthwhile sacrifice? <i>Christianity</i>	Does it matter what we believe about creation? <i>All Religions</i>	What is best for our world? Does religion help people decide? <i>Christianity Islam</i>
YEAR 5/6 (Cycle B) 23-24	Can we know what God is like? <i>Christianity</i>	Is 'God made man' a good way to understand the Christmas story? <i>Christianity</i>	Are the saints encouraging role models? <i>All Religions</i>	Is the resurrection important to Christians? <i>Christianity</i>	Do clothes express beliefs? <i>Islam</i>	Do Muslims need the Qur'an? <i>Islam</i>

Social, Moral,
Spiritual and
Cultural
Learning



Our school ethos underpins the promotion of SMSC with Religious Education, Collective Worship, Assemblies of Celebration, and PSHE making a significant contribution to pupil's development in this area.



At St Kenelm's, SMSC development is about promoting the personal and social skills that pupils need to become responsible and engaged members of society. This includes:

Social development: fostering a sense of community, promoting respect for diversity, and developing empathy and understanding of others.

Moral development: promoting ethical and responsible behaviour and developing an understanding of right and wrong.

Spiritual development: encouraging reflection, self-awareness, and an understanding of personal values and beliefs.

Cultural development: promoting an understanding of the cultural and social influences that shape our world and celebrating diversity.





Development in SMSC takes place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitudes and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

SMSC Overview





Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating

		Term 1 – 7 weeks 4.9.23-20.10.23	Term 2 – 8 weeks 30.10.23-20.12.23	Term 3 – 5 weeks 8.1.24-9.2.24	Term 4 – 6 weeks 19.2.24-28.3.24	Term 5 – 6 weeks 15.4.24-24.5.24	Term 6 – 8 weeks 3.6.24-24.7.24
SPIRITUAL		Friendship	Thankfulness	Compassion	Respect	Wisdom	Honesty
Values							
Quote		What is a friend? A single soul dwelling in two bodies. Aristotle	This is a wonderful day. I've never seen this one before. Maya Angelou	History will judge us by the difference we make in the everyday lives of children. Nelson Mandela	I believe no matter who you are, respect yourself, respect others. Mo Farah	Before God we are all equally wise. Albert Einstein	No legacy is so rich as honesty. William Shakespeare
Question		How can you be a good friend?	What are you thankful for and why?	How can you show compassion?	Who do you respect?	How do you achieve wisdom?	Why is being honest important?
MORAL							
PSHE (SCARF)		Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Key concepts							
Talk Topics	1	What are our school / class rules?	Why do we celebrate Bonfire night?	What are New Year's resolutions?	What is respect?	When have you been wise?	What is Trooping the Colour?
	2	How do you feel when you start something new?	Who do you remember?	How can you show that we all have equal rights?	Who was St David?	Who was St George?	Who do you know who is always honest?
	3	What group or club would you like to belong to?	What do you do if you have a problem?	How do you show that you treat everyone with compassion?	How should we treat other people?	What is May Day?	Can you explain what being honest means?
	4	What is it like to belong to St Kenelm's Primary School?	How do you overcome an obstacle/difficulty?	What have you done to show compassion?	Who was St Patrick?	Can you retell a story that demonstrates being wise?	Basic First Aid
	5	How are you feeling today?	Who was St Andrew?	Who was St Valentine?	How can we achieve our goals?	How do you show that you are wise?	What is Wimbledon?
	6	What makes you a good friend?	Be thankful for our wonderful world!		Why do we celebrate Easter?	What can you do when you find things difficult?	What is a British citizen?
	7	What is Harvest?	Why do we celebrate Christmas?				What is your best memory of this year?
	8		Why do we celebrate Christmas?				What have you excelled at this year?

World Events	Black History Month (Oct)	Diwali	New Year's Eve Chinese New Year Children's Mental Health Week Safer Internet Day	World Book Day Holi International STAND UP to Bullying Day 2024		International Children's Day
SPIRITUAL	You are all one in Christ Jesus. Galatians 3:286	Trust in the LORD forever, for in GOD the LORD, we have an everlasting Rock. Isaiah 50:10	Do not merely look out for your own personal interests, but also care for the interests of others. Philippians 2:4	Do to others as you would have them do to you. Matthew 7:12	Sing unto him a new song; play unto excellence with joy. Psalms 33:3	Honest people will lead a full, happy life. Proverbs 28:20
SOCIAL	Making friends. Settling into your new class.	Taking turns. Christmas parties. Anti-bullying week	Working with others.	Establish a community link.	Visits from family members	Visits to new classes Sports Day Country Dancing Summer Fayre Year 6 residential
CULTURAL British Events Oxfordshire events	Harvest Festival	Anti-bullying week Bonfire Night British Week Remembrance Day St Andrew's Day Christmas	New Year St Valentine's Day	St David's Day British Science Week St Patrick's Day Mother's Day Easter Oxford and Cambridge Boat Race	St George's Day May Day Ramadan	Trooping the Colour Wimbledon Father's Day Silverstone

Links with the wider
community





Ukranian Appeal Spring 2022



Visitors are welcomed into school, including those from public institutions and services in Britain. We have good links with the Church and we have Clergy led assemblies.

The development of a strong home-school link is regarded as very important, enabling parents / carers and teachers to work in an effective partnership to support our pupils.

Pupils are taught to appreciate their local environment (both indoors and in the outdoor environment) and to develop a sense of responsibility towards it.

The talents and expertise of professional musicians, performers, sports people, etc. are drawn upon to enhance curriculum provision.

Pupils have the opportunity to link with the wider world through our charity events such as supporting the local food bank, Comic Relief and Fairtrade Fortnight.



