

**Grand Avenue Primary and Nursery School**

**Policy for Exploring Cultures (RE)**

**Contents**

1. Aims
2. Responsibilities
3. Planning, Monitoring and Evaluation
4. Assessment
5. Resources
6. Equal Opportunities
7. Parental and Community Involvement
8. Right of Withdrawal

Appendix A – Curriculum Map

Agreed by staff and Governors – Summer term 2022  
Review date – Summer term 2025

## **1: Aims**

Our aims for Exploring Cultures at Grand Avenue are to help our pupils to:

- develop spiritually and culturally
- acquire and develop knowledge and understanding of Christianity and the other principal religions (including non-religious world views)
- develop an understanding of the influences of belief, values and traditions on individuals, communities, societies and cultures
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own.

We aim to promote 3 different types of knowledge. These broad types of knowledge are 'pillars of progression' within our Exploring Cultures syllabus.

1. '*substantive*' knowledge: knowledge about various religious and non-religious traditions
2. '*ways of knowing*': pupils learn 'how to know' about religion and non-religion
3. '*personal knowledge*': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study

We consider very carefully the knowledge that pupils build through the RE curriculum, because accurate knowledge about religion and non-religion can be beneficial for achieving different purposes and aims for RE.

A commitment to high expectations about scholarship in the curriculum guards against pupils' misconceptions. Carefully selected and well-sequenced substantive content and concepts are planned. ( see Curriculum overview Appendix A)

'Ways of knowing' are appropriately taught alongside the substantive content and are not isolated from the content and concepts that pupils learn. Consideration of when pupils should relate the content to their own personal knowledge (for example, prior assumptions) is also a priority.

See also DfeS publication 'Research Review Series:RE May 2021

## **2: Responsibilities**

The class teacher will:

- Follow the programmes of study as prescribed in The Kingston Agreed Syllabus for Religious Education (2018-2023)
- Plan and deliver Exploring Cultures lessons enabling children to learn through religion and about religion

- Assess knowledge and understanding of EC for all pupils at regular intervals using a variety of tasks.
- Record end of year assessment on agreed proforma
- Encourage children's spiritual development
- Ensure children show clear progression and development of their knowledge and understanding of the subject as they move through the school;

The RE co-ordinator will;

- Support the class teachers in their planning and teaching
- Lead staff meetings on the development of Exploring Cultures
- Create an annual action plan
- Monitor and evaluate action plan
- Use information from annual data to inform action plan
- Attend relevant courses and disseminate information.
- Monitor the use of the designated programme of study through lesson observations, planning scrutiny and book looks
- Undertake regular pupil voice and report back to SLT
- Manage, organise, update and order appropriate resources.
- Regularly evaluate the use and impact of resources available
- Liaise with all staff organising visits and visitors to support the teaching of Exploring Cultures
- Ensure a calendar of faiths is used throughout the school
- Ensure subject has cross curricular links where possible and relevant

The Governing Body will;

- Evaluate the success of the policy through visits to school
- Support the implementation of the policy.
- Attend relevant training
- Ensure funding is available to support the teaching of Exploring Cultures

### **3: Planning, Monitoring and Evaluation**

Long term planning - see The Kingston Agreed Syllabus for Religious Education and school curriculum map. Teachers also using the school's Exploring Cultures Programme of Study.

Medium term planning - a half-termly programme of lessons is completed. These are recorded on a school proforma and indicate any cross curricular links.

Short term planning – lesson plans are created for each individual lesson indicating groups, support, resources, differentiation and assessment for learning.

### **4: Assessment**

Records are made at the end of each year showing children's attainment in Exploring Cultures. Children are recorded as 'working towards ARE' or 'exceeding ARE'. These records are kept on a central system and passed on to the receiving teacher each year.

The criteria used to make these judgements are based on Key Performance Indicators taken from the Programme of study taught in each year group.

## **5: Resources**

A range of resources and artefacts for Exploring Cultures are available to staff. A topic box for each religion is kept in the resources cupboard. Each box includes artefacts, books, fact sheets, teacher guides and posters.

The library also has a number of books available to borrow to support the teaching of each topic.

Extra resources are added on an annual basis after consultation with all class teachers and PPA staff.

## **6: Equal Opportunities**

At Grand Avenue we ensure that every child, regardless of physical, sensory, intellectual, emotional or behavioural difficulties, gender, social and cultural backgrounds, religion or ethnic origin, has access to a range of religious based experiences which:

- are developmentally appropriate.
- are as a result of structured and purposeful activities.
- cover relevant areas of religious education learning.
- aim towards high standards for all.

## **7: Parental and Community Involvement**

Visits and visitors serve to enrich the programmes of study and these are actively encouraged to support the experiences of Exploring Cultures for our children.

Regular visits to places of worship may be organised to support learning within a year group.

Grand Avenue has strong links with our borough Christian schools' worker and the local minister. Both parties are often invited to lead assemblies as well as work within classrooms.

## **8: Right of withdrawal**

Parents are made aware of their right to withdraw their children from Exploring Cultures lessons. This is clearly set out in the school prospectus. Any children who are withdrawn are supervised.

We endeavour for all aspects of Exploring Cultures in our school will be as inclusive as possible.

## Appendix A

### EXPLORING CULTURES – WHOLE SCHOOL MAP

Early years Child led learning	Key concept – Special Discuss and share own special experiences eg family, home, friends Begin to understand that everyone is different		Key Concept – Understand and compare Discuss how and when people celebrate eg birthdays, pancake day , Eid - reflect the diversity in the class		Key concept – Leadership Explain and describe own opinion. Listen to and respect the opinions of others	
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme- Special people	Theme- Candles and celebrations	Theme – Special books	Theme - Celebrations	Theme – Special places	
	Key concept – special Describe special people within own lives/families		Key concept – understand and compare Discuss why people celebrate at different times, for different reasons and in different ways		Key concept – leadership Identify leaders in the community including the church	
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme – Harvest around the world			Focus – Intro to Judaism	Focus – Intro to Islam	
	Key concept – special Describe special events and traditions in own life and others		Key concept – understand and compare Identifying main aspects of Jewish way of life eg Torah, Shabbat. Comparing with own life		Key concept – leadership Explore role of leaders	
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Focus – Intro to Hinduism	Focus – Intro to Sikhism	Theme- Creation	Theme - Miracles	Theme – Leaders in religions	
	Key concept – special Describe special figures in a religion and discuss/retell special stories		Key concept – understand and compare Read and explore a variety of creation stories/miracles. Identify similarities and differences. Respecting beliefs and opinions including non-religious views		Key concept – leadership Define what makes a good leader	
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Focus – Christianity (parables)		Focus – Judaism (Passover)		Focus – Islam ( 5 Pillars)
	Key concept – special Explain meaning behind stories and understand why certain books are		Key concept – understand and compare Research into the stories of		Key concept – leadership Examine the qualities of prophets as leaders	

	important.		Moses and traditions surrounding Passover. Question traditions and explain similarities and differences to own			
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Focus – Christianity (Christmas/gospels)		Focus- Sikhism ( 5K's)		Focus – Judaism (Sukkot)
	Key concept – special Understand why certain places are special, compare different special traditions. Discuss commercialism		Key concept – understand and compare Investigate, research and present findings concerning the origins of Sikhism.		Key concept – leadership Investigate the style and attributes of good leaders. Question why some leaders fail	
Yr 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Focus – Hinduism (Gods)		Humanism	Focus – Intro to Buddhism	
	Key concept – special Research qualities of special figures		Key concept – understand and compare Recognise and respect non-religious ways of life. Debate opposing opinions		Key concept – leadership Recognise self as a leader. Reflect on own life and influence on others	