

# Religious Education

## Purpose of Study

- High-quality RE will support pupils' religious literacy.
- RE supports the aims of the school's broad and balanced curriculum, which :
  - a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
  - b) prepares pupils for the opportunities, responsibilities and experiences of later life.
- Our RE curriculum enables pupils to develop their own identity, their sense of belonging and connection to the global community.

## Aim

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

## Attainment target

- Pupils' progress is assessed in relation to the purpose and aims of the subject, namely to become more religiously literate?
- Attainment and progress are linked to the multi-disciplinary approach to RE advocated throughout this syllabus.

## Useful Links

- RE Today
- REonline
- Learn Religions
- CStG
- NATRE
- RE Council

## Scheme of work



## Intent

- At Dr Walkers C of E Primary School, we intend to deliver high-quality RE that will support pupils' religious literacy.
- Being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews.
- RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.
- Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.
- Pupils will be supported to understand the relevance of RE in today's modern world and how it affects our lives and the lives of those around us.

## Implementation

- Our RE provision meets all of the primary legislation.
- RE is taught and delivered in accordance with the agreed **Essex Agreed RE Syllabus** for our Church of England Voluntary Controlled school alongside the Saffron Academy Trust RE curriculum.
- This syllabus is part of an ongoing discourse within the RE community and provides a framework for continued discussion.
- At Dr Walkers C of E Primary School, our implementation of RE will ensure pupils know about and understand a range of religious and non-religious worldviews by learning to see these through three disciplinary "lenses:" theological, philosophical and human/social science to become more religiously literate.

<b>Theology</b>	<ul style="list-style-type: none"> <li>• It is about asking questions that believers would ask.</li> <li>• It requires pupils to think like theologians, or to look at concepts through a theological lens.</li> <li>• Pupils will explore questions and answers that arise from inside religions and worldviews</li> </ul>	<ul style="list-style-type: none"> <li>• As questions that believers would ask.</li> <li>• Think like theologians.</li> <li>• Explore questions and answers that arise from inside religions and worldviews.</li> </ul>
<b>Philosophy</b>	<ul style="list-style-type: none"> <li>• It is about asking questions that thinkers would ask.</li> <li>• It requires pupils to think like philosophers, or to look at concepts through a philosophical lens.</li> <li>• Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions that thinkers would ask.</li> <li>• Think like philosophers.</li> <li>• Explore questions and answers raised through considering the nature of knowledge, existence and morality.</li> </ul>
<b>Human / Social sciences</b>	<ul style="list-style-type: none"> <li>• It is about asking questions that people who study lived reality or phenomena would ask.</li> <li>• It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens.</li> <li>• Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions that people who study reality would ask.</li> <li>• Think like human and social scientists.</li> <li>• Explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</li> </ul>

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- RE lessons take the form of discussions and debates, reflection and recording of knowledge, thoughts and views.
- Pupils will have the opportunity to learn stories from the Bible and other Faiths, alongside acquiring knowledge of special places, practices, festivals and the role of key figures.

<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Pupils begin to explore religion and non-religious worldviews in terms of important people, times, places, objects and looking at places of worship.</li> <li>• Pupils listen to, and talk about, stories which may raise puzzling and interesting questions.</li> <li>• Pupils are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.</li> </ul>
<b>KS1 and KS2</b>	<ul style="list-style-type: none"> <li>• Pupils will express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.</li> <li>• Pupils will gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.</li> </ul>

- ***Parents have the right to withdraw their child from RE lessons.***
- ***This request must be made in writing to the Headteacher.***
- ***Parents are strongly advised to consult with the school to seek further information on the RE curriculum and the approach to teaching and learning before any decision is made.***

## Impact

RE at Dr Walker's C of E Primary School:

- develops pupils' knowledge and understanding of, and their ability to respond to religious and worldviews.
- creates an understanding and respect for different religions, beliefs, values and traditions.
- enables pupils to become religiously literate by helping them to develop their skills of enquiry and response through the use of religious vocabulary, questioning and empathy.
- enables pupils to learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs.
- encourages pupils to consider their own thoughts and opinions on the challenging questions of the meaning and purpose of life, beliefs about God, their own self and the nature of reality, issues of right and wrong and what it means to be human.
- enables pupils to use their skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.
- enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- encourages pupils to develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society.

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# Long Term Plan

Learning through a lens		
Theology	Philosophy	Humans & Social Sciences
14 units	9 units	10 units

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Why do Christians perform Nativity plays at Christmas?		Why do Christians put a cross in an Easter Garden?		Why is the word God so important to Christians?	
	Christian		Christian		Christian	
	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	
Years 1 / 2	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	What does the cross mean to Christians?	How did the universe come to be?	
	Christian / Hindu / Jewish	Muslim / Christian	Jewish	Christian	Christian / Hindu	
Years 3 / 4	How do people express commitment to a religion?	What is the Trinity?	What is philosophy? How do people make moral decisions?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?	
	Jewish / Sikh / Christian	Christian	Christian / Humanist	Muslim	Muslim	
Years 5 / 6	Is believing in God reasonable?	How has belief impacted on music and art through history?	Why should we be good?	What difference does the resurrection make to Christians?	How do Hindus make sense of the world?	
	Multi / Humanist	Christian / Muslim	Multi	Christian	Hindu	

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Why do Christians perform Nativity plays at Christmas?		Why do Christians put a cross in an Easter Garden?		Why is the word God so important to Christians?	
	Christian		Christian		Christian	
	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	
Years 1 / 2	Why is light an important symbol for Christians, Jews and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover?	Why do people have different views about the idea of God?	
	Christian / Jewish / Hindu	Christian	Christian	Jewish	Multi / Humanist	
Years 3 / 4	Where do religious beliefs come from?	What do we mean by truth? Is seeing believing?	How do/have religious groups contribute to society and culture?	Why is there so much diversity of belief within Christianity?	What does sacrifice mean?	
	Christian	Multi / Sikh	Hindu / Christian	Christian	Multi / Humanist	
Years 5 / 6	How and why does religion bring peace and conflict?	How do Buddhists explain the suffering in the world?	What does it mean to be human? Is being happy the greatest purpose in life?	Creation or science: conflicting or complementary?	How do beliefs shape identity for Muslims?	
	Multi	Buddhist	Christian / Humanist	Christian / Humanist	Muslim	

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