

RE STATEMENT

INTENT

Pupils will access a high quality RE curriculum that engenders an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. This will enable them to develop a knowledge and acceptance of religions and worldviews, with the skill to “disagree agreeably”.

The ‘Agreed Syllabus for Religious Education 2021 – 2022’, requires that teaching RE, should develop the children so that they see how RE explores big questions about life. They can explore what people believe and what difference this makes to how they live. This supports their understanding of religion and worldviews, and teaches how they can reflect on their own ideas and ways of living.

The new syllabus, explores the world religions through key questions. All year groups have questions which fit within three strands:-

- Believing – Religious beliefs, teachings, sources, questions about meaning, purpose and truth.
- Expressing – Religious and spiritual forms of expression; questions about identity and diversity.
- Living – Religious practices and ways of living; questions about values and commitments.

In Reception, children begin to explore the world of religion in terms of ‘Discovering’. They will explore the world of religion in terms of special people, books, times, places and objects. They listen to and talk about stories. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Throughout KS1, children continue with their understanding of world religions in terms of ‘Exploring’. The pupils explore **Christianity, Islam and Judaism**. They learn about different beliefs about God and how they should care for the world and others around them. They encounter and respond to a range of stories, artefacts, sacred places and books, and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Throughout KS2, children continue with their understanding of world religions in terms of ‘Connecting’. The pupils continue to learn about **Christianity, Islam and Judaism** together with an introduction to **Hinduism** recognising the impact of religion and belief locally, nationally and globally. In UKS2, the pupils will also discuss the beliefs of non-religious groups eg. Humanists and explore the arguments presented by atheists, agnostics and theists say about God. They make connections between differing aspects of religion and consider the different forms of religious and non-religious ways of celebration. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people’s viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

IMPLEMENTATION

1. The Sefton RE Syllabus 2021-22 will be taught to all pupils.
2. As a Rights Respecting School our RE curriculum is based on the articles of the UNCRC. In particular the importance of non-discrimination and freedom of belief and practice.
3. RE can be taught weekly or as one block each half term depending on the content. For example, if the unit focuses on a religious festival it will be taught as close in time to that festival as possible.
4. Objectives will be covered using a range of resources such as religious artefacts, video clips, photographs, visitors or visits to religious buildings.
5. Interactive resources/activities will ensure a high level of engagement.
6. Where possible, cross-curricular links will be made with other subjects.
7. High expectations in terms of written outcomes will be made explicit and year group expectations for writing will be shared.
8. Questioning throughout lessons will support the teachers in making judgements to ensure each child is making progress.
9. The subject leader will have the responsibility to lead, manage, monitor, evaluate and review the curriculum.

IMPACT

Effective questioning will be used throughout lessons by all adults to ascertain understanding. Questions will not only assess knowledge but also understanding. Are the children reflecting on their own beliefs as well as those of others? Can children make links between their own beliefs and those of others?

The principal aim of RE is to engage pupils in systematic enquiry into human questions which religion and worldwide views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses to their own.

By following the 5 steps to planning, teachers will ensure that the knowledge is revised and transferred to the long-term memory. By turning the learning outcome questions into 'I can...' statements the pupils can demonstrate their understanding through written or spoken outcomes. Therefore, there will be no need for teachers to do separate end-of-unit assessments.

To ensure knowledge is revised and transferred to the long-term memory, teachers have collaboratively decided on 5 key questions which children will know the answers to. These questions for each unit will be used throughout the academic year and questions from previous years will also be used to ensure knowledge is revisited. Knowledge organisers have been developed which explicitly set out learning and vocabulary for each unit of work.

As the children move through Upper Key Stage 2, this knowledge and vocabulary will be used to support discussions in the form of essay questions at the end of each unit of work.

Reviewed September 2022