

Stoke Prior First School Curriculum Offer for Religious Education (RE)

As a school we follow the Worcestershire Agreed Syllabus. The main aim of the syllabus is to:

‘to engage pupils in systematic enquiry into significant human questions which religion and worldviews 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 of their own.’

Curriculum – Knowledge, Skills and Understanding

Foundation Stage

Understanding the world

Early Learning Goal- People, Culture and Communities

Pupils will be taught some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

In Reception, children will consider why Christmas is celebrated and experience advent and prayer chain services both in school and at the local church. They also look at Shrove Tuesday and Easter and why it is celebrated and share photographs of families and homes, exploring similarities and differences in friendships and families.

Key Stage 1 (Years 1 and 2)

Pupils will be taught about: Christians and Jews.

Key Stage 2 (Years 3 and 4)

Pupils will be taught about: Christians and Hindus.

To ensure that we meet these aims, RE is organised around key questions for pupils in all year groups throughout the school. Each unit allows pupils the opportunity to understand themselves and their relationships with others and also develop an understanding of other faiths and cultures, particularly Judaism and Hinduism. Spiritual awareness is developed through planned opportunities for pupils to imagine, reflect and explore.

Many children are however from families where non-religious worldview are held. Teachers take this into account in the classroom by discussing a range of religions.

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews , so that they can:

***describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals**

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;

Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship,

pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;

***identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews**

Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities

from which they come;

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;

***appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.**

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

***explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities**

Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;

Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;

***express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues**

Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;

***appreciate and appraise varied dimensions of religion.**

Notice and respond sensitively to some similarities between different religions and world views;

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

***find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively**

Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;

Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;

***enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all**

Find out about and respond with ideas to examples of co-operation between people who are different;

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;

***articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.**

Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Additionally, all pupils attend collective worship daily and the school has close links with the local church, St Michaels, which we visit for key Christian occasions throughout the year: Harvest, Christmas and Easter. Members of the church also visit the school to deliver assemblies.

British Values -

Mutual Tolerance – Each person's right to 'be themselves' is to be accepted by all. RE can challenge children to be increasingly respectful & to celebrate diversity.

Respectful Attitudes- RE curriculum develops mutual respect between those of different faiths & beliefs.

Democracy- In RE pupils discuss the importance of each other's ideas & experiences. We all share a responsibility to use our voice & influence for the wellbeing of others.

The Rule of Law- In RE pupils examine different examples of codes for human life e.g. commandments, rules offered by different religions. 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.

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.