

Religious Education

Statement of intent

Aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The curriculum for RE aims to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- Explain how and why these beliefs are understood in different ways, by individuals and within communities
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

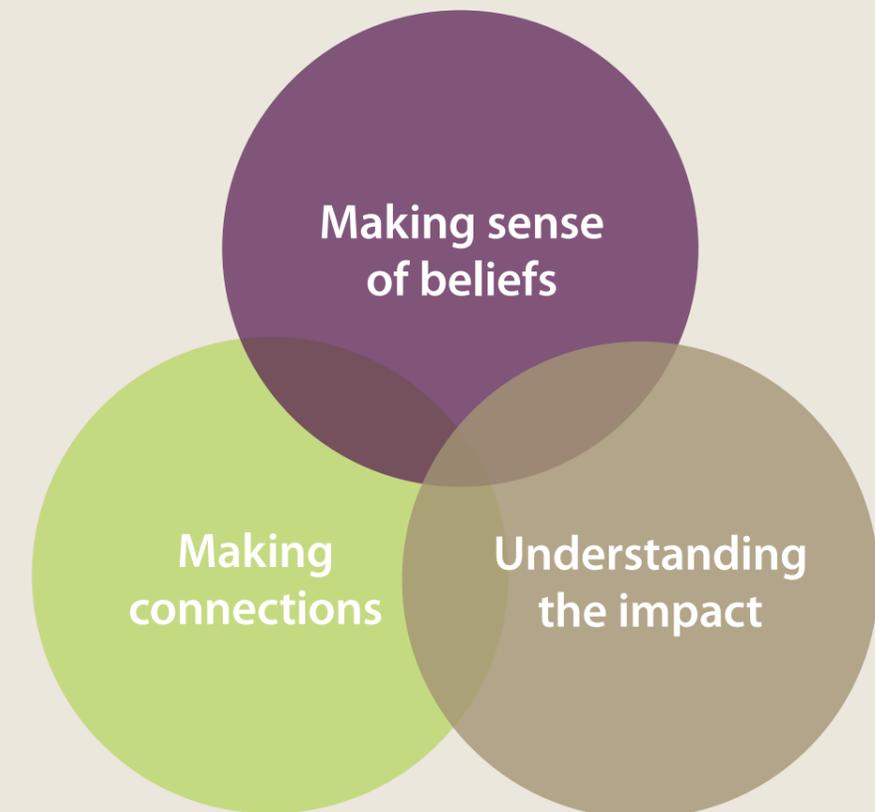
- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Approach

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE. Units of study offer content and ideas for enabling pupils to achieve these aims.



All our schools follow the Devon, Plymouth and Torbay Agreed Syllabus 2019-2024. Please refer to this resource for additional information.

Outcomes

Refer to the end of phase outcomes in the Agreed Syllabus – EYFS p24 and KS1 KS2 P18

Overview: Teaching and Learning of R.E.

Through learning experiences, children will develop a range of knowledge, skills and attitudes that will enable them to make good progress in Religious Education and become broad minded, curious and reflective learners.

The skills which need to be developed in RE		
Investigation	Interpretation	Reflection
<ul style="list-style-type: none"> Asking relevant questions. Knowing how to use a variety of sources. Taking into account the different points of view. Identifying good evidence and evidence that is irrelevant. Summarising evidence and drawing an appropriate conclusion. 	<ul style="list-style-type: none"> Identify meaning. Draw meaning from pictures, symbols, poetry and language. Understand religious language. Draw meaning from religious texts. 	<ul style="list-style-type: none"> The ability to think about feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions (Who am I?) Relate these to personal experience and to the experiences of others and evaluate their impact on the world.
Empathy	Evaluation	Analysis
<ul style="list-style-type: none"> Religious imagination. Power of imagination to identify feelings of love, wonder, forgiveness and sorrow. 	<ul style="list-style-type: none"> Debate with reference to argument, evidence, opinions, and statements of faith. Identifying the merits of all sides of a discussion or a point of view. 	<ul style="list-style-type: none"> Distinguish between belief, fact, opinion, and statements of faith. Weighing claims of self-interest against individual conscience etc.
Synthesis	Application	Expression
<ul style="list-style-type: none"> Linking significant features of religion and individual practice. 	<ul style="list-style-type: none"> Using religious knowledge and skills to inform everyday thinking and practice. 	<ul style="list-style-type: none"> Articulate ideas and beliefs through a variety of media.

Areas for Study: Devon and Plymouth Long term Planning-What will our children Know?

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
FS2	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (CM)
Year 3	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.10 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, MJ, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean it Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: What would Jesus do?	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of U2.12 How does faith help king is Jesus?	U2.12 How does faith help people when life gets hard?

