

Religious Education Rationale

National Curriculum Aims for Religious Education

In North Yorkshire's schools, Religious Education is concerned with helping pupils develop open, sensitive, reflective and critical approaches to understanding humankind's varied religions and beliefs, exploring practices, values, beliefs and lifestyles, relating these to their own experiences and to questions of everyday life.

- Acquire and develop knowledge and understanding of Christianity and the other principal religions and beliefs represented in the UK and globally.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK
- Enhance their spiritual, moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs and reflecting on their own beliefs values and experiences.

National Curriculum Purpose for Religious Education

Good RE gives our children and young people opportunities to explore the biggest questions of human life in the light of religious, philosophical and spiritual ideas. Learners make connections between religions, beliefs and the experiences that all humans share.

- RE develops clear, broad and deep thinking about religions and beliefs.
- RE provokes pupils to consider challenging questions about possible meanings of life, beliefs issues of right and wrong, and what it means to be human.
- RE encourages pupils to explore their own beliefs and questions of meaning as they learn from different religions, beliefs, values and traditions.
- RE develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- RE challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- RE offers opportunities to all pupils for personal reflection and spiritual and moral development.
- RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community.
- RE enhances pupils, awareness and understanding of the positive and negative influences of religion on individuals, families, communities and cultures.

Religious Literacy

Good RE teaching cultivates 'religious literacy' in pupils, which is their ability to understand the nature and impact of religions and beliefs in the world and to articulate informed responses about religion and belief.

The journey to becoming religiously literate begins in Early Years through high quality provision in the areas of Understanding the World and Personal, Social and Emotional development. By the end of KS2 children should have a good understanding of Christianity and other faiths such as Islam, Hinduism and Judaism. They should be able to explain their knowledge of different beliefs and religious customs, showing an appreciation for how faith impacts a person's life and the way they live. Children should be able to express their views and discuss their own beliefs on philosophical and ethical issues, while showing tolerance, respect and sensitivity towards others who may have contrasting opinions. We want to encourage children to be open-minded and develop an appreciation of diversity that will enable them to be responsible citizens who uphold Christian values such as friendship, hope, love and forgiveness, whatever spiritual path they choose to take.

Religious Education Rationale

Religious Education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore difficult philosophical questions, develop an understanding of different religious beliefs and also encourage them to reflect on their own ideas and way of living. RE helps children to combat prejudice, appreciate diversity and promotes the integral values of tolerance and respect. In this way, the RE curriculum contributes towards establishing British values and aids children's spiritual, moral, social and cultural development. RE has an important role in preparing pupils for adult life, employment and lifelong learning.

Our RE curriculum at Follifoot and Spofforth enables pupils to develop a rich knowledge and deep understanding of the Christian faith. They will also learn about Islam, Judaism, Hinduism, Sikhism and Buddhism. Through high quality RE teaching, children will develop a wide range of skills including enquiry, interpretation, evaluation and reflection. Pupils are encouraged to participate in philosophical discussions and explore their own ideas and beliefs in a classroom environment where they feel heard, respected and understood.

| Intent | Implementation | Impact: to be reviewed at the end of each academic year |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| At Follifoot and Spofforth Schools we believe that all children should have the opportunity to learn about a variety of faiths and religious customs. In line with the North Yorkshire requirements for RE, our primary focus is teaching Christianity, ensuring that children not only learn about the life and teachings of Jesus in the New Testament but also have a good understanding of the 'bigger picture' of Christianity which encompasses the Old Testament teachings plus the birth of the early church in Acts. Throughout their primary school career, children will also learn about other religions such as Islam, Judaism, Hinduism, Sikhism and Buddhism. To ensure that the complexity of religion and belief in our society today is reflected through our RE curriculum, it is important that children learn about non-theistic beliefs such as humanism and have the opportunity to explore and question spirituality in a safe environment. | To ensure consistency throughout school we use the 'Understanding Christianity' scheme which teaches Christianity through a series of core theological concepts following a salvation narrative throughout the Bible. In order to deepen and embed children's understanding, it follows a 'spiral' curriculum where pupils revisit these core concepts in different contexts as they move through school. In accordance with the Church of England Education Office's Statement of Entitlement (2019), the focus of our RE curriculum throughout the school year will be 60% Christianity and 40% other religions. Children will have the opportunity to visit places of worship (eg. mosque) and learn from visitors of different faiths. | |

Knowledge in Religious Education *Substantive knowledge concerns the key facts, concepts, principles and explanatory frameworks in a subject. Disciplinary Knowledge needed in order to think process and understand with the subject.*

Substantive knowledge in RE such as, knowing the ten commandments or the five pillars of Islam is crucial in that it allows children to develop and apply thinking and evaluative skills with meaning and purpose. For example, children would only be able to consider and evaluate how a Christian or Muslim might respond to seeing litter when they have secure knowledge that the world has a creator which belongs to them and those following that faith have duty of stewardship to the earth.

Led by the subject leader working closely with class teachers we have considered carefully the core knowledge for each of the agreed syllabus units which is outlined in our RE sequence document. We have also identified the types of questions children will be able to effectively consider, reflect on and debate when this knowledge is secure.

Enquiry in Religious Education

Children are encouraged to ponder philosophical questions and express their views, with the assurance that sometimes there is no answer and that believing without fully understanding is in fact the essence of faith.

'I show you doubt, to prove that faith exists'

Robert Browning

Creativity in Religious Education

RE encourages children to reflect upon their own ideas and beliefs and explore how different religions link or contrast with their own ways of living.

Assessment in Religious Education

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At the Federation of Follifoot & Spofforth, learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's prior knowledge. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. From September 2019 we have introduced a simple assessment system that allows us to monitor and evaluate the impact of teaching and learning on the outcomes for children. We assess children against the core outcomes considering if they are working towards, expected or working at greater depth. We compare this with outcomes in core subjects to challenge the quality of provision in RE.

December 2019