

## Religious Education Rationale

*“Train up a child in the way they should go, and when they are old they will not depart from it.”*  
Proverbs 22:6

### Aims for Religious Education

Religious Education should help pupils develop open-minded, reflective and critical approaches to understanding various religions and beliefs, exploring practices, values, beliefs and lifestyles, and relating these to their own experiences and to questions of everyday life.

- To know about and understand Christianity as a diverse global living faith through the
- exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating
- diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence
- and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural
- heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and
- thinking.

*Aims taken from the RE statement of Entitlement February 2019*

### Purpose for Religious Education

High quality RE provides our children with the opportunity to explore big questions of life in the light of religious, philosophical and spiritual ideas.

- To develop pupils' knowledge and understanding of religions and beliefs.
- To encourage tolerance and respect towards others, developing pupils' appreciation of diversity and culture contributing positively to social cohesion and enabling them to flourish within their communities as citizens in a diverse society and global community.
- To develop 'religious literacy': the ability for children and young people to hold balanced and well-informed conversations about religion and worldviews.
- To encourage pupils to explore challenging questions and ethical or philosophical concepts.
- To empower children to make their own decisions about what they believe and how they will live.
- To provide a safe space for children to explore and discuss their opinions on religion as well as opportunities for personal reflection.
- To develop children's spiritual, moral, social and cultural development.

### Religious Literacy

Good RE teaching cultivates 'religious literacy' in pupils; this is their ability to understand the nature and impact of religions in the world and to articulate informed responses about religion and worldviews.

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 encourage all children to be open-minded and develop an appreciation of diversity that will enable them to be responsible citizens who uphold Christians values such as thankfulness, compassion and forgiveness, whatever spiritual path they choose to take.

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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. In accordance with the North Yorkshire RE Syllabus, they will also be developing their knowledge of Islam, Judaism, Hinduism and other worldviews such as Humanism. 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
<p>We believe that all children should have the opportunity to learn about a variety of faiths and religious customs in order to broaden their understanding of society and develop their own sense of identity.</p> <p>In line with the North Yorkshire requirements for RE, our primary focus is teaching Christianity. We ensure 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 plus the birth of the early church in Acts (NT).</p> <p>Throughout their primary school career, children will also learn about other religions such as Islam, Judaism and Hinduism. To ensure that the complexity of religion and belief in our society today is reflected through our RE curriculum, it is important that children also learn about non-theistic beliefs such as humanism and have the opportunity to question and explore their own spirituality in a safe environment.</p>	<p>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 at least 50% Christianity; in practice this means that children will be taught 4 units on Christianity per year and 2 units that include other religions. Our Long Term Plan has been carefully devised by the subject leader to ensure the curriculum content meets these requirements.</p> <p>To ensure consistency throughout school we use RE Today's '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, building on prior knowledge. For the teaching of other religions, teachers use the North Yorkshire RE Syllabus.</p> <p>Children should have the opportunity to visit places of worship (eg. mosque) and learn from visitors of different faiths.</p>	

## Knowledge in Religious Education

Substantive knowledge in RE such as, knowing the ten commandments or the five pillars of Islam, is crucial in that it allows children to apply their reasoning 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 if they have secure knowledge that the world has a creator which belongs to them and those following that faith have a duty of stewardship towards the earth.

Led by the subject leader who works closely with class teachers, we have carefully considered the core knowledge children should learn in each unit. This is outlined in our 'RE Long Term Sequence' document. These units are taken from the North Yorkshire RE Syllabus and also from RE Today's 'Understanding Christianity' scheme. The units we teach are detailed in our RE Long Term Plan, which has been developed by the subject leader with guidance from our Diocesan advisor. 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

## **Recovery curriculum and COVID-19**

In the federation of Spofforth and Follifoot schools, we recognise the impact the current pandemic of Covid-19 has and will continue to have on the well-being and academic progress of the children in our school. Our 'recovery curriculum' is a phased approach to getting the children back to a place where they feel safe, emotionally secure and equipped with the necessary skills and behaviours for learning that they need in order to thrive. Therefore, we recognise that adjustments will be needed throughout 2020-2021 to effectively support children post COVID 19 and our priority is to help children to adapt to their new routines, settle into school and feel happy and confident in the school environment.

The sequence of learning for RE relies and builds upon the prior learning of the children, however due to the closure of schools during this period, children may have significant gaps in their knowledge. Therefore, a key part of the planning for each unit will be pre-learning and assessment of the children's prior knowledge; this will be built into each unit plan. Whilst this is usually part of a typical teaching cycle, more emphasis and time will be taken to establish the gaps in knowledge and identify which concepts need reteaching. Teacher will build in opportunities for retrieval throughout each unit of work and where necessary, time will be allowed to address learning loss.