

RATIONALE

The Education Reform Act (1988) requires that RE should be taught to all pupils in full-time education. At Estfeld School, RE will be taught in accordance with the agreed Syllabus through Believing and Belonging. The school believes that RE is both a subject discipline in its own right and has links with other subject areas, cross-curricular themes, dimensions and skills.

RE will reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking into account the teaching and practices of other principle religions represented in Great Britain.

RE must not be designed to convert pupils or urge a particular religion or religious belief on pupils. Rather we hope that through the teaching of RE, children will develop spiritually, morally, socially and culturally.

AIMS

- To help pupils to acquire and develop knowledge and understanding of Christianity and the other principle religions represented in Great Britain.
- To help pupils develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture.
- To help pupils develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain.
- To enhance pupils' spiritual, moral, cultural and social development.
- To explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.
- To reflect on, analyse and evaluate their beliefs, values and practicies and communicate their responses.
- To develop pupils' sense of identity and belonging, preparing them for life as citizens in a plural society.
- To help pupils develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.

OBJECTIVES

To develop pupils' knowledge and understanding of Christianity and two other principle religions by:

- Learning about the historical context of religion.
- Encountering key objects, people, places and activities associated with the religions and discussing their purposes and functions.
- Realising that some features eg. Festivals are shared by more than one religion, although expressed differently between religions.
- Considering the meanings of stories, symbols and symbolic language for members of different faiths.
- Studying the key beliefs of the three faiths.
- Studying the lives of people, who are held by members of their faith to be examples to others, by living out the beliefs and values of their faith.
- Meeting people who belong to the religious community being studied.

2. To develop an understanding of the influence of religion by:

- Looking for evidence of religion around them.
- Considering the impact of religious belief on individuals and the local community.

3. To enhance the pupils own spiritual and moral development through:

- Considering the value of certain practices in their own lives.
- Discussing stories which focus on values or relationships or religious teachings and consider the relevance of this teaching to their own lives.
- Exploring questions of the meaning and mysteries of life.
- Evaluating answers to these questions by supporting their own points of view and showing consideration towards views expressed by others.

- Relating work in RE to other areas of the curriculum and their general knowledge of the world.
- Developing an understanding of what it means to belong to a community.
- Discussing differences between fairness and unfairness, right and wrong and the nature of individual responsibility.
- Expressing ideas, thoughts and feelings in art, music and drama.
- Using times of stillness to reflect quietly on what has been studied.
- Encouraging children to recognise their own value and importance as individuals.
- Fostering children's feelings of awe, wonder and mystery.

4. To develop in children positive attitudes to other people and their right to hold different beliefs by:

- Becoming more confident in expressing their own views and beliefs.
- Exploring religious beliefs, practices and issues.
- Recognising and respecting the right to hold different views and beliefs.
- Showing readiness to accept and learn from diversity.

CURRICULUM

- CONTENT

The school follows the Believing and Belonging RE Syllabus which weaves two key threads:

First, it is about beliefs and values. It aims to develop learners' understanding of religions/worldviews, exploring their commonality and diversity.

Specifically, RE:

- Enables learners to develop a broad and balanced understanding of religions/worldviews. RE's primary purpose is to give learners a broad understanding of Christianity, other religious

traditions and non-religious beliefs, and understand how these are woven into human experience and applied to life and decisions.

- Empowers learners to develop and use critical thinking skills. Well taught, RE is a rigorous academic subject, supporting problem solving and critical thinking skills. It will inspire and motivate learners to enquire into religious and purposeful questions. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context.

Secondly, the syllabus is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diverse beliefs and cultures, as well as sensitivity to the questions and challenges that these can present. Ultimately, we all share a common humanity and our own patch of the Earth. In this way RE plays a part in helping pupils to discover their own place, identity and journey through life.

Specifically, RE will:

- Broaden perspectives of faiths and cultures, encouraging tolerance of diversity. A universal RE entitlement means that the subject must aim to develop understanding of diversity, empathy and cohesion. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and worldviews and explores their responses to life's challenges. This gives them the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

- Develop their own personal worldview, identity, values and spirituality. The role of RE is neither to promote nor undermine organised religion. But part of its purpose is to provide structured opportunity for consideration of the non-material aspects of life. RE can contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. It can support their own discovery of their personal journeys of meaning, purpose and value, whether or not they identify with a specific, organised worldview.

- Contribute to developing learners as positive, participating citizens of the world. Human beings are strengthened and empowered by learning from each other. So, through experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives and communities.

RE plays an important role in preparing pupils for their future, for employment and lifelong learning. It enhances spiritual, moral, social and cultural education by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study;

- Nurturing curiosity and insights to become positive, participating citizens. We hope that this syllabus, 'Believing and Belonging' will provide a stimulating and rigorous framework for schools to teach about religions/worldviews, alongside nurturing tolerance, respect, empathy and kindness in our schools and local communities.

- TEACHING AND LEARNING

Classes are divided into year groups. The teaching of RE is balanced between whole class, group work, discussion and individual work. There are differentiated tasks to meet the needs of the individual. If there is a "good fit", RE is integrated into a national curriculum topic. When this is not possible RE is taught as a separate subject or as an RE led topic (eg. Easter or Christmas).

-ASSESSMENT/MONITORING

Assessment is planned in medium and short term planning and is linked to learning objectives as listed in the agreed syllabus. Assessment of AT1 is made by teacher observation, discussion work and set assessment tasks. The results of these will be recorded by the teacher and used to inform future planning. There may be occasions when work done in RE will be used to assess other areas of the curriculum.

ENTITLEMENT

- EQUALITY

In line with the school's policy on equal opportunities and S.E.N. all children will be given access to the RE programme of study at levels which are wholly appropriate to them. Tasks are set without any differentiation based on gender or race. Specific disabilities are taken into account at the appropriate time and at the professional discretion of the class teacher.

- ACCESS

Parents of children may request that their child be withdrawn from RE. In the case of withdrawal, suitable supervision and activities will be arranged. Staff may also withdraw from teaching RE upon request to the Head Teacher.

HEALTH AND SAFETY

- SAFEGUARDING

Whenever children are involved in a visit outside school the school's health and safety procedures will be followed.

ROLE OF CO-ORDINATOR

It is the responsibility of the class teachers, monitored and aided by the co-ordinator to plan, organise and deliver the agreed areas of study and to ensure that each child performs to maximum potential.