



Curriculum Learning Guide



Religious Education (RE)

How is RE taught at Low Ash?



Curriculum Intent

What do we want to achieve with our RE curriculum?

“In religious education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.” Source: OFSTED research review, May 2021

a. Enable pupils to develop a broad and balanced understanding of religions and world views

In our school we want to ensure that RE’s primary purpose is to give pupils a broad understanding of Christianity, world faiths and non-religious beliefs; sometimes referred to as ‘religious literacy’. It is essential that the curriculum ensures that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions).

b. Develop critical thinking skills

We understand that RE is a rigorous academic subject, supporting problem solving and critical thinking skills. 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.

In RE we aim to nurture pupils’ awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and share this patch of the Earth. In this way it plays a part in helping pupils to discover their own place and journey through life.

In RE we will broaden perspectives of faiths and cultures, encouraging tolerance of diversity. We will nurture spirituality. Also, we will contribute to developing pupils as positive, participating citizens of the world.

Implementation

How will this be achieved?

In RE, pupils should:

A. Investigate the beliefs and practices of religions and other world views, including:

1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. **(Religious Studies)**

B. Investigate how religions and other world views address questions of meaning, purpose and value, including:

1. The nature of religion and belief and its key concepts;
2. Ultimate questions of belonging, meaning, purpose and truth. **(Philosophy)**



C. Investigate how religions and other world views influence morality, identity and diversity, including:

1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values. These aims recognise that the universal provision of RE must help pupils to gain increasing understanding and empathy of our wide and diverse communities, as well as developing religious literacy, thinking skills and ethical judgments. **(Ethics and Community)**

Impact

What will outcomes for learners be?

Learners will:

- Know more, remember more and understand more about RE; including some of the key beliefs and practices of those who follow the main religions within the local, national and global community
- Extend their knowledge and understanding of religions and beliefs
- Develop a religious vocabulary and interpret a variety of religious symbolism
- Reflect on big questions, offering their own thoughts and informed insights into religious and secular world views
- Explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society
- Show an understanding of cultural beliefs different to their own and demonstrate a positive attitude towards people of any religion
- Demonstrate respectful behaviour to all, both in school and in the wider community



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Studies Investigate the beliefs and practices of religions and other world views	To develop positive attitudes about the differences between people.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Recall and talk about Talk about and notice	Recall and name Retell and suggest meanings for Recognise similarities and differences	Pupils should: Recognise Retell and make links Observe similarities and differences	Pupils should: Describe and make links Describe and show understanding Explore and describe similarities and differences	Pupils should: Identify and make connections Reflect on and find meanings Explain and understand similarities and differences	Pupils should: Compare and contrast Give a considered response
			Beliefs and authority Retell and suggest meanings for some religious and moral stories, exploring and discussing <i>sacred writings and traditions</i> and recognising the traditions from which they come. Worship and Spirituality Recall and name different beliefs and practices, including <i>festivals, worship, rituals and ways of life</i> , in order to find out about the meanings behind them. Recognise some different ways that people <i>express beliefs and values, appreciating some similarities</i> between communities.	Beliefs and authority Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of <i>sources and traditions</i> and to <i>beliefs and teachings</i> that arise from them in different communities. Worship and Spirituality Describe and make connections between different features of the religions and other world views they study, discovering more about <i>celebrations, worship, pilgrimages and the rituals</i> which mark important points in life, in order to reflect on their significance . Explore and describe a range of <i>worship and expressions of spirituality</i> so that they can understand different ways of expressing meaning				
Philosophy Investigate how religions and other world views address questions of meaning, purpose and value	Develop their sense of responsibility and membership of a community.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Respond to questions Talk about Notice details Ask and explore	Ask and respond to questions Explore questions Express ideas Recognise similarities and differences Respond sensitively	Pupils should: Observe Express own ideas Observe and respond thoughtfully	Pupils should: Explain and give reasons Present ideas Reflect and give examples	Pupils Should: Identify and explain Apply and explain ideas Reflect and suggest reasons	Pupils should: Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view



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		<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>The Nature of Religion and Belief Notice and respond sensitively to some <i>similarities between different religions and other world views</i> in their approach to questions of beliefs and meaning. Ultimate Questions 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.</p>		<p>The Nature of Religion and Belief Observe and understand varied <i>examples of religions and other world views</i> so that they can explain, with reasons, their meanings and significance. Ultimate Questions Discuss and present thoughtfully their own and others' views on <i>challenging questions about belonging, meaning, purpose and truth</i>, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>			
<p>Ethics and Community Investigate how religions and other world views influence morality, identity and diversity</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>Explore and find out about Talk about ideas</p>	<p>Observe and recount Find out about and respond Find out and begin to express ideas and opinions.</p>	<p>Pupils should: Discover more and express ideas Discover and respond Express ideas</p>	<p>Pupils should: Explain and give reasons Discover and explain ideas Express ideas and opinions</p>	<p>Pupils Should: Identify and explain Investigate and apply ideas Discuss and give examples</p>	<p>Pupils should: Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view</p>
			<p>Moral decisions Find out about questions of right and wrong and begin to express their ideas and opinions in response. Identity and Diversity Find out about and respond with ideas and <i>examples of co-operation</i> between people who are different.</p>		<p>Moral decisions Discuss and apply how <i>beliefs and values may affect choices</i>, ideas about <i>what is right and wrong and what is just and fair</i>, reflecting on their own answers to these questions. Identity and Diversity Consider and apply ideas about ways in which <i>diverse communities can live together</i> for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>			