



**Religious Education**

**Intent**

Religious Education is an important aspect of a child's curriculum. The role of Religious Education at Churchfields is to help prepare and equip all children for life and citizenship in today's diverse and multicultural Britain, through fostering in each child an increasing level of religious literacy.

**What does it mean to be 'religiously literate'?**

A religiously literate person would have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint they would also be open to engaging with the views of others in a multi-cultural world.

**In consequence, the aims of RE are that pupils should acquire:**

1. Exploring - An increasing knowledge concerning religions and beliefs, both in Britain and globally
  - a. These include religious beliefs, stories, texts, lifestyles, rituals and symbolism. The children should have an insight into religious experience
2. Engaging An ability to engage with ultimate questions and to understand their own identity and values
  - a. These include ultimate questions about life and death and referring to their own experiences
3. Reflecting- A growing social, spiritual and emotional skills and living successfully in a multicultural and diverse society.
  - a. These include developing skills of analysis and discernment to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

The RE curriculum reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

In the Early Years Foundation Stage children should have the opportunity to encounter the diversity of faiths represented in the Chesterton community and in Great Britain. This will offer all children a wide religious vocabulary and raises awareness of the diverse nature of the world around us.

At Key Stage 1 we focus on Christianity and one other faith and move to two other faiths in Key Stage 2. However, if a faith lends itself to the study of a particular topic then this would be included to help knowledge development.

**Implementation**

Teaching and Learning

The development of a religiously literate person has to take place in a context, using dimensions and content to explore the curriculum aims. An exploration of key religious dimensions will give children the chance to build on knowledge.

The curriculum aims are supported by six broad dimensions:

1. Beliefs, teachings and sources
2. Practices and ways of life

3. Expressing meaning
4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments

The curriculum opportunities in the programmes of study focus on religious experience. To support good learning and skill development through the curriculum opportunities pupils should also, as appropriate:

- encounter people from different religious and philosophical groups who can express a range of convictions on religious and moral issues
- visit places of religious significance
- use ICT to enhance understanding
- discuss, question and evaluate important issues in religion and philosophy including ultimate questions and ethical issues
- reflect upon and carefully evaluate their own and others’ beliefs and values using reasoned and balanced arguments
- use a range of forms of expression to communicate their arguments
- explore the connection between RE and other curriculum areas

### Planning your Religious Education

Units of work should be planned to develop the curriculum aims and to allow for regular review of pupils’ progress. RE should be 30 – 45 minutes a week.

This would normally mean that pupils should be guided through the curriculum aims as follows:

- Gaining the knowledge (Exploring)
- Investigating the impact of beliefs and practices on lifestyles (Engaging)
- Reflecting on diversity and personal responses to this diversity to develop their own standpoints and self- understanding (Reflecting)

### Reception/Key Stage 1

Dimension	Curriculum Pupils should have the opportunity to:		Opportunities
Beliefs teachings and sources	Engage with stories and extracts from religious literature and talk about their meanings - <b>1.1a</b>	Explore stories about the lives and teachings of key religious figures - <b>1.1b</b>	Find out about ways in which sacred texts are regarded, read and handled by believers - <b>1.1c</b>
Practices and ways of life	Find out about how and when people worship and ask questions about why this is important to believers - <b>1.2a</b>	Explore the preparations for and find out about the celebration of festivals <b>1.2b</b>	Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - <b>1.2c</b>
Expressing meaning	Explore as appropriate the special nature of artefacts used in worship - <b>1.3a</b>	Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - <b>1.3b</b>	Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression - <b>1.3c</b>

<b>Identity diversity and belonging</b>	Reflect and respond to stories about belonging and relating to religious communities - <b>1.4a</b>	Identify and ask questions about customs associated with particular religious communities  <b>-1.4b</b>	Find out about ceremonies in which special moments in the life cycle are marked  <b>-1.4c</b>
<b>Meaning purpose and truth</b>	Ask and respond imaginatively to questions about things that are interesting or puzzling in the world - <b>1.5a</b>	Listen to and ask questions about stories of individuals and their relationship with God - <b>1.5b</b>	Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - <b>1.5c</b>
<b>Values and commitments</b>	Reflect and respond to stories highlighting the morals and values of believers in practice  <b>-1.6a</b>	Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions  <b>-1.6b</b>	Explore stories from religious traditions and find out about attitudes to the natural world  <b>-1.6c</b>

## Key Stage 2

<b>Dimension</b>	<b>Curriculum Opportunities</b> <b>Pupils should have the opportunity to:</b>			
<b>Beliefs teachings and sources</b>	Explore the origins of sacred writings and consider their importance for believers today - <b>2.1a</b>	Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - <b>2.1b</b>	Explore the life of key religious figures and make links with teachings and practices of special significance to followers - <b>2.1c</b>	Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers - <b>2.1d</b>
<b>Practices and ways of life</b>	Compare and contrast the practice of religion in the home in different religious communities - <b>2.2a</b>	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - <b>2.2b</b>	Investigate some features of key religious festivals and celebrations and identify similarities and differences - <b>2.2c</b>	Investigate the life of a person who has been inspired by their faith and make links between belief and action - <b>2.2d</b>
<b>Expressing meaning</b>	Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - <b>2.3a</b>	Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions - <b>2.3b</b>	Compare and contrast the use of symbols, actions and gestures used in worship by different communities - <b>2.3c</b>	Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - <b>2.3d</b>

<b>Identity diversity and belonging</b>	Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences - <b>2.4a</b>	Find out about the activities of a local religious community and make links with key religious teachings - <b>2.4b</b>	Research some key events in the development of a religious tradition and explain the impact on believers today - <b>2.4c</b>	Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked - <b>2.4d</b>
<b>Meaning purpose and truth</b>	Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings - <b>2.5a</b>	Investigate and reflect on a range of religious responses to suffering, hardship and death - <b>2.5b</b>	Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life - <b>2.5c</b>	Make links between beliefs and action and reflect on how this might have local, national and international impact - <b>2.5d</b>
<b>Values and commitments</b>	Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers - <b>2.6a</b>	Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment - <b>2.6b</b>	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives - <b>2.6c</b>	Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour - <b>2.6d</b>

All work to be recorded in a class reflection book with strong examples of learning for recall and development.

### Impact and Assessment

The Religious Education Framework

### Age related aspects for RE

The age related expectations can be used as a whole to provide an overview of reasonable expectations of achievement across the three aims of religious education for each year group. For each statement a pupil can be assessed as working at greater depth within the expected standard (GDS), working at the expected standard (EXS) or working towards the expected standard (WTS):

#### **BY THE END OF RECEPTION**

Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to places, objects, materials and living things including faith buildings e.g. the church.

Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special.

Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities and traditions.

#### BY THE END OF YEAR 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.

Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others.

Pupils can demonstrate awareness that there is more than one religious tradition or faith community.

#### BY THE END OF YEAR 2

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.

Pupils are able to name more than one religious tradition or faith community, and can talk about some of the distinctive features of each such religious tradition/faith community.

#### BY THE END OF YEAR 3

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Pupils ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.

Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context.

#### BY THE END OF YEAR 4

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.

Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.

They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. They are able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance.

#### BY THE END OF YEAR 5

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.

Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.

Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.

#### BY THE END OF YEAR 6

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.

Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.