

Religious Education

Vision Statement

‘Differences were not meant to divide but to enrich’. J.H. Oldham

Religious Education gives children fantastic opportunities to explore, engage, question, and gain an understanding of different cultural views and religions, within the community and globally. This ensures pupils have the ability to show acceptance to those that share different religious views to their own.

It gives them the opportunity to delve into a diverse multitude of religions, most of which are encompassed within our own school community. It helps pupils understand that some views are shared across religions and brings a togetherness and sense of belonging. Pupils will have the chance to share their own religious views, that they are proud of, enabling their peers to understand them on a spiritual level.

Religious Education creates a safe space in which pupils can debate, compare and question what is being taught. It will give them a chance to become immersed in different religions through a range of different learning opportunities.

Religious Education runs alongside our overarching theme for our curriculum, which is People and Places- *understanding the world that we live in and the people who inhabit it*. Religious education contributes to the children’s spiritual, moral, social and cultural development. Reinforces many of our school values (Considerate, Creative, Motivated, Reflective, Resilient and Respectful) as well as British values and Citizenship and elements of the PSHE curriculum.

<i>Intent</i>
<i>It is our intention that through our RE curriculum pupils will:</i> <i>• develop a curiosity about and deepen their understanding of different religious and belief systems.</i> <i>• know that people have the right to hold different religious (or non-religious) beliefs, values and practices.</i> <i>• become more accepting, considerate and respectful towards people with different beliefs</i> <i>• be reflective about their own values, beliefs and practices and have the confidence to share them with others</i>
<i>Implement</i>
At Berridge Primary School we follow <i>the Agreed Syllabus for RE in Nottingham City and Nottinghamshire</i> using a scheme of work called <i>Discovery RE</i> . It is felt that all children, whatever their personal beliefs and commitments, can study RE in line with this scheme of work.

Discovery RE's enquiry-based approach supports the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

In the Early Years, we plan our curriculum to meet the requirements of the EYFS to contribute meaningfully to your child's holistic development. By supporting our children with their personal, social and emotional development, they become confident in themselves and in building relationships with staff and peers with whom they will begin to notice differences and similarities. As part of the Understanding the World, early learning goal, children in the Early Years learn about different religions throughout the academic year, exploring different religious holidays and festivities in practical activities, such as making decorations, sampling festive food, dressing up and dancing to music.

From year 1 children explore different religions through enquiry-based learning. Each enquiry lasts for half a term and begins with a "big" question such as "What is the best way for a Christian/Jew/Muslim etc. to show commitment to God?" The children then start discussing the theme of the enquiry (in this case, commitment) from their own experience. What have they shown commitment to? Brownies? Cubs? Their sporting team? Playing an instrument?

Only when the children fully understand the concept they are considering, do they then move on to investigating what the people following the studied religion believe about it. They will learn in a variety of ways, so they can adapt their responses and come to a measured conclusion. Towards the end of their enquiry, they will complete an activity which can assess their learning, by answering their "big" question. The assessment activities are child friendly and can be answered in a variety of ways, as long as the child can justify their view with the knowledge they have gained throughout the enquiry. This demonstrates the level of critical thinking that the children can apply – a valuable skill for them throughout the school curriculum.

The children will have time to reflect on what they have learnt about the concept and apply to it their own lives, thus allowing them to form their own beliefs and identity. For example, "Learning that Sikhs share their food with all who attend the service has taught me about sharing that I would like to start doing the same". These lessons are often very creative and children have opportunities to make items to express themselves in ways other than just writing. In KS2 children enjoy 'RE days' where they are able to immerse themselves in different cultures and explore religions in more depth.

At KS1, RE lessons, are blocked into 2 half-termly sessions and is part of the PPA provision. At KS2, RE is split into three sessions over the half term. By blocking RE the pupils are fully immersed in the learning experience

To enhance the RE provision at Berridge, and to make it more meaningful, we invite visitors, with different faiths and beliefs into school. Pupils make visits to local places of worship. At KS2, there are weekly class discussion keeping pupils up to date with current local and world events, through a resource called Picture news, giving pupils to consider the lives of people in other places who have different values and customs.

Impact

The impact of our RE curriculum is measured in a variety of ways; questioning children during lesson time, class discussions, drama and art activities, assessing work in books and using images/videos of children's practical learning.

Teachers use this evidence to assess pupils against the end of unit criteria.

1. **Personal resonance with or reflection:** e.g. "I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs. I can express my own thoughts etc having reflected on them in relation to other people's.
2. **Knowledge and understanding of a variety of faiths:** "I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems."
3. **Evaluation/critical thinking** I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

By the end of the RE curriculum at Berridge, our children will:

- Know and be able to recall facts about a number of major faiths
- Understand that everyone has a right to have their own religious beliefs, values and practices
- Be respectful and tolerant of other people and their beliefs and way of life
- Be more confident to share their own beliefs and opinions.