

## Religious Education

### Our Vision:

At Summerville we believe that R.E offers children opportunities to develop and understand their own position and beliefs and in turn appreciate the beliefs of others.

Through the programme of study, the children will develop an understanding and knowledge of the principal religions around the world and will learn how these beliefs, values and traditions of influence individuals and communities. Pupils are encouraged to reflect upon these aspects of human life and the natural world, which raise questions of ultimate meaning or purpose, and to recognise the spiritual dimension of experience.

We also believe that religious education plays a major part in the spiritual, moral, social and cultural development of every pupil in the school. They will develop positive attitudes of respect towards other people who hold views and beliefs different to their own; they will embrace living in a society of diverse religions and beliefs.

**1.2** Our aims, in line with the National Curriculum for RE, are that all pupils:

- Develop children's knowledge and understanding of Christianity and other principle religions represented in Great Britain.
- Develop their ability to make reasoned and informed judgements about religious and moral issues.
- Enhance their spiritual, moral, social and cultural development by:
  - Developing awareness of fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
  - Responding to questions with reference to the teachings and practices of religions, and to their own understanding and experience.
  - Reflecting on their own beliefs, values and experiences in the light of their study.
  - Develop respect for other people, and appreciate their right to hold different beliefs.
  - Develop skills including investigating, interpreting, reflecting, analysing and empathising with others.
  - Develop attitudes including commitment, respect, fairness and self-understanding.

We aim to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as developing responses of their own

## Early Years

In the EYFS, RE comes under the curriculum area of 'Understanding the World'. The children encounter religions (Christianity and other faiths) and world views as they explore special people, books, times, places and objects and places of worship. Festivals such as Eid, Diwali, Christmas, Easter are all taught throughout the year. Through stories they begin to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live and their place within it.

The children are encouraged to ask questions and explore answers which can help them to develop a sense of place in their family and community, in the world and in the universe. This allows them to learn about similarities and differences between themselves and others, and among families, communities and traditions.

Linked closely to the social, moral, spiritual and cultural development of children, RE allows them to begin to explore what is right and wrong.

## Key Stages 1 and 2

In Key Stages 1 and 2, the children learn about Christians, Muslims and Jewish people and in Key Stage 2 they study the same religions plus Hinduism. We follow the Salford Agreed Syllabus for RE which has been written by RE Today. The scheme of work has units that fall into three strands. These strands are:

- Believing (B) incorporates beliefs, teachings, sources of authority, and questions of meaning, purpose and truth.
- Expressing (E) incorporates religious and spiritual forms of expression; questions about identity and diversity.
- Living (L) incorporates religious practices and ways of living; questions about values and commitments.

The units in each strand are:

Year group	Autumn	Spring	Summer
Year 1	What does it mean to belong to a faith community? (L)	Who is a Christian and what do they believe? (B)	What makes some places sacred? (E)
Year 2	How and why do we celebrate special and sacred times? (E)	Who is a Muslim and what do they believe? (B)	How should we care for others and the world, and why does it matter? (L)
Year 3	What do different people believe about God? (B)	Why do people pray? (E)	What does it mean to be a Christian in Britain today? (L)
Year 4	Why do some people think that life is like a journey and what significant experiences mark this? (E)	Why is Jesus inspiring to some people? (B)	What does it mean to be a Hindu in Britain today? (L)
Year 5	What does it mean to be in	Why do some	If God is everywhere

	Muslim in Britain today? (L)	people think God exists? (B)	why go to a place of worship? (E)
Year 6	What do religions say to us when life gets hard? (B)	What difference does it make to believe in Ahimsa (harmlessness) grace and/or Ummah (community) (L)	Is it better to express your beliefs in arts and architecture or in charity and generosity? (E)

The units in each strand build across the key stages ensuring progression and the building of knowledge. The three strands that run through the syllabus (believing, expressing and living) ensure that there is adequate exploration for each of them.