Silkstone Common Junior and Infant School Religious Education Policy

Part of the broad, balanced curriculum here at Silkstone Common J&I School is the teaching of Religious Education (RE). We believe that all children, from any faith or culture, should feel welcomed into the school community and this is fostered through the learning and exposure to a variety of religions and worldviews.

Our school follows the locally agreed syllabus and is supported by using the Discovery RE scheme of work, which fosters an enquiry-based approach to our RE learning.

Aims

With these aspirations, our intent for the RE curriculum are:

- To know about and understand a range of religions and worldviews.
- To express ideas and insights about the nature, significance and impact of religions and worldviews.
- To gain and deploy the skills needed to engage seriously with religions and worldviews.
- To respect ideas, religions and worldviews which may differ to our own.
- To have opportunities to gain cultural capital both within school and in the local community.

Through our curriculum, we hope for children to develop a secure understanding of the **knowledge and concepts** surrounding RE as well as developing **positive attitudes** to cultures and beliefs which vary from their own.

Implementation

The school follows a curriculum created by the Barnsley SACRE and 'Discovery RE.'- this scheme of work ensures that we are teaching about a multitude of religions that are revisited throughout the Key Stages to enable a progression of learning across the school.

In Class One the children spend time exploring the religions of Christianity and Judaism in the first two terms. The children think about the celebrated festivals in the Christian calendar, linking this to the celebrations in Judaism. The final term brings this together with exploring special stories and places of a multitude of religions.

Class Two build upon this teaching as the children look in more depth at what Christians believe - the children take time to ask 'Big Questions' and make connections across religions. The children are also introduced to Islam and Hinduism.

Key Stage Two builds upon the learning of Christianity, Sikhism, Judaism and Islam with the addition of Buddhism in Class Five. The children are encouraged to think critically and ask questions of a religion as each half term focuses on a 'Big Question'.

These religious topics have been chosen specifically from the 'Discovery RE' scheme to support and make links with our topics as part of the creative curriculum.

Impact

We believe that the impact of using "Discovery RE" as a basis for our RE curriculum will give our pupils a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. Our curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our lessons will enable quality work to be produced and evidence, showcasing a deeper understanding of the main religions of the world. Evidence will be seen through the use of the correct vocabulary, explanations, respectful opinions, cultural art work, drama, crafts and presentations.

By the end of KS1 children will be able to:	By the end of KS2 children will be able to:
• Recall and name different beliefs and practises. • Retell and suggest meanings to some religious and moral stories. • Recognise different symbols and actions linked with religious communities. • Ask and respond to questions. • Observe and recount different ways of expressing identity and belonging. • Notice and respond sensitively to similarities between religions and worldviews. • Explore questions about belonging, meaning and truth. • Find out about examples of cooperation between people who are different. • Find out about questions of right and wrong.	• Describe and make connections about different religions and worldviews. • Describe and understand links between stories and other aspects of different communities. • Explore different beliefs, symbols and actions. • Observe and understand varied examples of religions and worldviews. • Understand challenges of commitment to a community of faith. • Spot similarities and differences. • Discuss and present thoughtfully their own views. • Consider how diverse communities can live together. • Research and answer ethical questions.

Supporting British values

Rule of law: There are many examples of 'rule of law' within Discovery RE. Children are encouraged to think about the laws, commandments, expectations within a faith and how those rules would impact on their own lives as well as on the lives of the

people within those religions. Children are enabled to understand the origins of the various codes of conduct, rules, laws and expectations put forward by different religions and belief positions, and to consider their own position in relation to these.

Mutual respect, democracy and tolerance of those of different faiths and beliefs: These three concepts stand at the very heart of every classroom. Every lesson is a chance to demonstrate them. Teachers have opportunity to model respect, tolerance and democracy within the classroom, allowing all children the opportunity to speak, using class voting systems and debate and using trips and visitors to bring the subject to life. Through learning about faith practices and really investigating what they mean for the individuals, children are encouraged to develop mutual respect and tolerance but also to develop critical thinking skills enabling them to question and discuss beliefs and the ways they might be manifested. They are also enabled, through their knowledge, to challenge ideas about religion and spot intolerance when they see it amongst their community and in the media. Discovery RE advocates the holistic study of one religion/belief system at a time to avoid confusion, but in due course, children will begin to identify similarities and draw comparisons between different faiths. Through the framework of their own experience, they learn to understand and respect the experiences of others. They are also enabled through their knowledge to challenge ideas about religion and recognise intolerance.

Individual Liberty:

Discovery RE promotes the idea that individuals have freedom to choose what they believe. Woven into every enquiry is the idea that not everyone is the same. Through enquiries children are given the opportunity to explore, gain knowledge and to reach an understanding that people are at liberty to choose how they express their faith and what they believe in.