

# Askwith Primary School

## R.E. rationale

R.E. is a vital part of a broad and balanced curriculum.

"Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world."

Ofsted

Intent	Implementation	Impact: to be reviewed at the end of each year
<p>R.E. is an entitlement for all children. A balanced R.E. curriculum will 'provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.'</p> <p>Askwith Primary School ensures that it equips the children with 'systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.' Thus enabling them to have the necessary cultural capital to succeed in the world.</p>	<p>R.E. is determined locally, not nationally therefore at Askwith Primary School we follow the North Yorkshire Agreed Syllabus. R.E. is taught in a pluralistic manner and 'accords equal respect to different religious convictions, and to non-religious beliefs.'</p> <p>Children draw from their own beliefs and experiences as well as developing a deeper understanding of other religious and non-religious belief structures. It is important that R.E. 'starts with encounters with living faiths rather than the history and belief structures of traditions.' * Thus recognising the diversity <b>within</b> and <b>between</b> people of the same and different religions.</p>	

\*The North Yorkshire Agreed syllabus requires the shift in use of language: Christians rather than Christianity; Hindus rather than Hinduism etc

As our R.E curriculum is broad and balanced, it provides a wealth of opportunity to embrace Fundamental British Values and SMSC. Both are an integral part of R.E. and are threaded through whenever relevant.

### **Substantive and disciplinary knowledge in R.E.**

For each key stage, the curriculum is divided into three distinct strands:

#### **Believing**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

#### **Expressing**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion

#### **Living**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

The main aim in each of the key stages is as follows:

<b>EYFS</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Discovering	Exploring	Connecting

**Disciplinary Knowledge** in R.E. is the connections that the children make between religious teachings and how followers live their lives; explaining similarities and differences and offering their own suggestions about what they have been taught.

## **Assessment in R.E.**

Each unit will start by ascertaining the children's prior knowledge of the key aspects of the unit. This will inform the learning journey that the children will then follow. Once the unit has been completed, the children will then recall their knowledge at the following intervals: 2-3 week, 6-7 weeks, 12 weeks.

Reviewed: September 2019