

RELIGIOUS EDUCATION CURRICULUM GUIDANCE

“Live as if you were to die tomorrow. Learn as if you were to live forever” (Mahatma Gandhi)

RE Intent

Religious and worldviews education at St Andrew's creates learning *about* and *from* religions and worldviews for pupils to gain knowledge and understanding of the main world faiths, develop enquiry skills and learn more about the world and themselves. Through a multi-faceted pedagogical approach to RE pupils gain an understanding of the **struggle** and impact of religions and worldviews locally, nationally and globally. They are able to explore religions through a variety of lenses such as theology, culture, history, sociology, ethics and hermeneutics (textual interpretation).



As they study each religion, pupils are encouraged to gain an understanding of lived religion as represented today, exploring **diversity** within and between religions.



“Lived religion is MESSY. No religions fits in a box. Within and between religions there is messy and mixed ground”

(Professor James Holt, University of Chester, 2020)

They learn of the common and opposing values of different religions and beliefs, and gain a realistic understanding of the struggle and **legacy** of beliefs and worldviews, both positive and negative, in the world of the past and today.

Through RE, pupils learn to explore and express their own ideas and beliefs as well as consider those of others. They are encouraged through links with Christian concepts to value difference and develop the **courage** to stand by what they believe in, support others in their beliefs and seek to improve the world around them. They begin a journey of gaining spiritual understanding and academic knowledge to function well in the world today.

Letter from a Holocaust Survivor - anon

Dear Teacher

I am a survivor of a concentration camp.

My eyes saw what no men should witness: gas chambers built by engineers; children poisoned by physicians; infants killed by trained nurses; women and babies shot and burned by high school graduates.

So, I am suspicious of your education.

My request is: help your students become human.

Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to make our children more human.

RE Implementation

The legal position of religious education

Our school curriculum for RE meets the requirements of the Education Act (1996). The act states it is compulsory that RE is provided for all children, in accordance with the Locally Agreed Syllabus; 'Awareness Mystery and Value'. RE should play a part in the spiritual, moral, cultural, mental and physical development of pupils. It should take account of the fact that religious traditions in the UK are predominantly Christian, while also taking account of the teachings and practices of other principal religions in the UK. As a voluntary controlled Church of England School, parents of all pupils may request that their children receive RE in accordance to the trust deed relating to the school. Further advice on this matter can be obtained from the local Standing Advisory Council on Religious Education. RE must not be designed to convert, or force upon pupils, any religious belief or practice.

Planning

Our school scheme of work is planned in line with the LA syllabus. This is supported by the use of Understanding Christianity for units of work on Christian belief and some units of work from Discovery RE.

Teaching & Learning

- Visits and Visitors – whenever possible we use first hand direct experience to build upon children's learning in class. Visits to major religious buildings, such as mosque and synagogue, as well as visits from believers and leaders of various faiths are planned in for each theme where possible.
- Use of religious artefacts wherever possible.
- Active learning – discussions, debates, role play and reflection.
- Enquiry based learning – asking and answering questions about life, moral and religious issues.
- Use of quality online resources such as video clips, museums and virtual tours
- Creative and expressive activities including music, art and poetry
- Circle Time so children can explore and express their thoughts and beliefs
- Stilling and reflection techniques

Other activities and whole school events:

- RE work links to Christmas, Easter, Harvest and St Andrew's Day church celebrations
- Children visit church to learn experientially about Christmas and Easter additionally to the RE curriculum

Assessment

Children's progress is assessed formatively by teachers throughout learning. A class grid is used to track this progress. Clear learning objectives from the agreed syllabus are used to check if children are working towards, at or above expectations. In addition, a summative reflection on assessment is completed three times per year and shared with the subject leader.

Progress in RE is reported annually to parents and guardians.

RE Impact

On leaving St Andrew's, religious and worldviews education has given pupils a varied and experiential knowledge of Christianity, Judaism, Islam and Hinduism and some knowledge of other religions and non-religious worldviews particularly those represented locally. Children have continuously learned in RE through big questions and creative tasks, including opportunities to explore and debate their own opinions and ideas. Pupils will have built core skills in RE through a varied pedagogical experience in the classroom. In particular, pupils have understanding of the diversity and struggle of religions in modern life and in history, and the courage needed to express one's beliefs and values in the world today. They have reflected upon and expressed their own views in various way, including in creative opportunities. Pupils have appreciation of the diversity of the world and country in which we live and in combination with our values curriculum they have learned the importance of respecting and advocating the beliefs and values of others.

