

RE CURRICULUM DESIGN

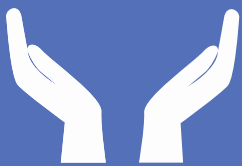
"SCHOOLING DEPRIVED OF RELIGIOUS INSIGHTS IS WRETCHED EDUCATION"
- RUSSELL KIRK



KNOWING



BECOMING



FEELING



Religious Education explores big questions about life - studying what people believe and what difference this makes to how they live. Through this, pupils can make sense of religions and worldviews and reflect on their own ideas and ways of living. In R.E pupils will study different aspects of religions and non-religions, including their significance and impact. Children will be equipped with the skills to engage seriously with these issues and to look at how we learn about faiths. We follow the agreed North Yorkshire syllabus with children studying Christianity in each key stage, with the addition of Judaism and Islam in KS1 along with Hinduism and non-religious worldviews in KS2 - introducing new content as pupils get older.

Pupils will acquire knowledge about the beliefs, values and traditions followed by people who practice Christianity, Islam, Hinduism, and Judaism through 3 key domains: believing, expressing and living. These aspects form the substantive knowledge and understanding that pupils study across the range of religions and worldviews - considering artefacts, places of worship, vocabulary, stories, rituals and concepts. During the study of different faiths, we will describe, explain and analyse beliefs and practices - recognising the diversity which exists within and between communities and amongst individuals. Doing so allows children to learn the disciplinary knowledge of RE - including the suitability of ways in which they can learn more about religions and how to avoid misconceptions. The knowledge of different faiths will be acquired through teacher led enquiry-based learning where pupils will identify, investigate and respond to both the questions posed, and responses offered, by some of the sources of wisdom found in different religions and worldviews.

By developing knowledge of different faiths, values and beliefs pupils will become aware of the diverse community that they are part of locally and, even more so, nationally and globally. We will draw upon our pupils' experiences of mobility and the fact many of our children will have lived abroad and in different parts of the UK. As pupils develop understanding of those with different religions, they will be encouraged to reflect on their own worldviews - developing their own religious beliefs, values and personal knowledge. We do not expect all pupils to follow or practice a faith, but we do want our children to become people who are confident to articulate their personal beliefs and opinions, whilst showing awareness, tolerance and mutual respect to those with differing views.

Pupils will be invited to respond to something of the awe and wonder linked to religious expression and experience. Children will have the opportunity to visit places of worship and explore their own responses and feelings towards these and other aspects of world religions. Pupils will learn to weigh up the value of wisdom from different sources to develop and express their insights. They will be given scope to express their diverse opinions and feelings, recognising that some aspects of religions can be contentious or complex (e.g. the concept of grace in Christianity). This offers children the chance to develop a dialogue so that they can positively participate in our society with its diverse religions and worldviews. Pupils will also learn about how people of different faiths experience emotion linked to certain festivals or times - for example the anticipation of Advent, the celebration of love in Holi or the reflection and solemnity of Yom Kippur.