



RELIGIOUS EDUCATION

Intent

Our School Values

Working Together
 happiness
 achieving our potential
 fairness and equality
 kindness
 safety and security

Our Behaviour Charter

Be Safe **Good presentation-|Work and self**
 Be Kind **Respectful- people and property**
 Be Great **Embrace challenge- Have a go; take a risk**
 Aim high- aspire and achieve
 Try your best- use your 'learning powers'

Subject Intent

We want children to develop towards the Essential Characteristics © of Religious Education and fulfil aims of the Dudley Agreed Syllabus for Religious Education

What structure is this based upon?

The statutory SACRE Dudley Agreed Syllabus provides the basis of our planning. This is enriched by the use of Discovery RE©. During Reception, the children's learning about aspects of RE may be reflected in many areas of the EYFS curriculum. They will develop an early concept of beliefs, festivals and celebrations, for example, through personal experience, stories, art, music, clothing, objects, places and buildings and asking questions through playing and exploring, active learning and creating and thinking.

How is it organised?

RE is taught as a discrete subject and is planned as a half term unit with five or six units units per year, dependent on the year group. The units are based on an enquiry about belief. Each of the main religions have a focus over the key stages, with Christianity being a focus every year.

Why is it important?

Children need to be aware of religious views and beliefs to better understand the ever -changing world in which they are living. To have understanding and awareness of these views, ideas and practices will help them to shape their own world view and understand those of others.

What knowledge will they learn?

At Thorns, they will develop a range of knowledge about the main religions but with greater focus on Christianity and Islam. This will focus on the significance of key people and key events such as The Night of Power and revelations in Islam, and festivals of Christmas and Easter and the significance of Jesus. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. The rest of the content is based on enquiries on aspects of Buddhism, Hinduism, Islam, Judaism and Sikhism. Humanist perspectives are added when appropriate in some enquiries.

What skills and concepts will they develop?

Throughout KS1 and KS2, four Thematic Concepts © are present:

Understand beliefs and teachings
 This concept involves understanding the key teachings of various religions.

Understand practices and lifestyles
 This concept involves understanding the day to day lives and practices of various religions.

Understand how beliefs are conveyed
 This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

Reflect
 This concept involves an appreciation of how religion plays an important role in the lives of some people.

Understand values
 This concept involves an appreciation of how many people place values as an important aspect of their lives.

What opportunities are there to develop Learning Powers in this subject?

Curiosity e.g to raise questions about beliefs in response to what they have learnt
Concentration e.g making connection and links to other learning.
Resilience e.g to recall answers and give reasons to support their view
Co-operation e.g to talk about and share with others what they know.
Self-improvement e.g having opportunity to revisit a Thematic Concept and improve on this.

What enrichment is offered?

Where possible, visits and visitors are encouraged that develop and enrich understanding and foster links with the local community.