



# Religious Education

Next Review: Spring 2019

Updated 14/10/15  
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## Purposes of Learning

RE provokes 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. Teaching should equip pupils with knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identity. It should develop an aptitude for dialogue in pupils so that they can participate positively in our society which is diverse in relation to religions and world views. Pupils should learn how to study religions and world views systematically, making progress by reflecting on the impact of religions and world views on contemporary life locally, nationally and globally to increasing levels of complexity and depth. Pupils should gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority. They learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life.

## Aims

The curriculum for religious education aims to ensure that all pupils:

### **A. Know about and understand a range of religions and world views, so that they can:**

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom, found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

### **B. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:**

- 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;
- Appreciate and appraise varied dimensions of religion.

### **C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;

- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

## **Planning**

The school has adopted *Religious Education for all; The Agreed Syllabus for RE in Nottinghamshire 2015-2020* as the basis for all planning and teaching. The unit descriptors, as outlined in the syllabus, have been distributed to each class by the RE co-ordinator.

Teachers use the agreed short term planning format for RE, highlighting in their planning where a particular aim is covered as well as where particular elements of SMSC are covered in lessons.

RE is taught as a discrete subject, in line with the statement of entitlement (50 minutes per week KS1, 1 hour per week KS2.)

Teachers use a combination of the following processes in delivering the RE curriculum:

- Open questioning
- Thinking skills
- Discussion
- Expressive arts and creativity
- Visits and visitors
- Use of resources and artefacts

## **Resources**

Resources are held centrally in boxes, sorted into different religions. The Co-ordinator reviews them regularly and the amount of resources is increased annually depending on the allowances within the school budget.

## **Assessment and Record Keeping**

Assessment is on-going and is used to enable the teacher to match the tasks set to the abilities and needs of the children as they progress. Some of the work in R.E. is, however, oral, giving the children an opportunity to listen to stories, reflect upon and express ideas and gain spiritual experiences. Some assessment will, therefore, be subjective. However occasional written evidence will be used for assessment of children's understanding and knowledge. Assessment materials are provided in the "Agreed Syllabus."

## **Evaluation**

The school evaluates R.E. by:-

1. Staff meetings, formal and informal,
2. Staff monitoring reports at the end of the school year.
3. Lesson observations and work scrutiny.