

## 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

The choices made within our RE curriculum will allow children to develop a deep understanding of religious beliefs. The curriculum promotes children's spiritual, moral, social and cultural development while preparing them for the opportunities, responsibilities and experiences of life. The RE curriculum has a vital role to play in developing children as successful learners, confident individuals and positive contributors.

**Programme:** We follow the Somerset SACRE Scheme: Awareness, Mystery and Value (2019 Syllabus). This scheme reflects the fact that the religious and cultural heritage in Britain are in the main Christian, while taking into account the teaching and practices of Islam, Hinduism, Humanism and Judaism. We also use the Understanding Christianity RE scheme alongside the Somerset syllabus to provide an exciting enquiry based RE curriculum that has shown to produce rich discussions and lively debate in lessons.

**Timetabling:** Children are taught RE every week for a minimum of 30 minutes.

### Awareness Mystery and Values

The focus of the RE curriculum is to provide children the opportunity to explore and develop religious beliefs while reflecting on their own beliefs and identity. Our curriculum will help children to develop their self-esteem, curiosity, fairness and respect by providing them opportunities to recognise their own uniqueness as human beings, and affirm their self-worth; explore religious ideas through reflection, empathy and imagination; acknowledge bias in their own views and recognise the rights of others to hold differing views. Teaching about religions and beliefs is provided in ways that are fair, accurate and based on sound scholarship. Children learn about religions and beliefs in an environment respectful of human rights, fundamental freedoms and civic values.

### The curriculum in EYFS:

- Broadly Christianity and aspects of Judaism are introduced to the children
- Non-religious views are also represented in lessons
- There are six units covering special times, places and stories for Christianity and elements of Judaism. Lessons encourage children to start thinking about who they are and special religious events celebrated around the world
- Children begin to learn stories from the Bible and explore religious ideas through reflection and imagination

### The curriculum in Key Stage 1:

- Children continue to build on their knowledge of Christianity and Judaism
- Children begin to listen to others opinions and recognise their own uniqueness
- By the end of Key Stage 1, children will be secure in their knowledge of the key beliefs of salvation, the belief in God and creation, incarnation and agape in Christianity. In Judaism, children will be secure in the knowledge of God and the Covenant and the Torah.

- Teaching is based on fact and accuracy and will give attention to key historical and contemporary developments pertaining to religion and belief, and reflect global and local issues.

### The curriculum in Key Stage 2:

- Children are introduced to the religion of Islam, learning the submission to the will of Allah and Iman (messengers of Allah)
- Children are introduced to the religion of Hinduism, learning about what Hindu people believe in the Dharma, Deity and Atman.
- Children are introduced to the religion of Humanism, learning about what matters to Humanists.
- Children focus on the same topics of Christianity and Judaism as in Key Stage 1 but broaden their knowledge in these areas
- By the end of Key Stage 2, children become secure in their knowledge of a range of religions. They will be able to plan, research and critically evaluate, using reasoned arguments to support conclusions
- Teaching will encourage thinking creatively, making original connections and generating ideas

**Golden Threads:** Throughout the units we weave in the golden threads of making sense of the text, understanding the impact and making connections. Using the golden threads will support the children in their understanding and the final outcomes.

