



Religious Education Rationale

“The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.”

North Yorkshire Agreed Syllabus for RE, 2019-2024

“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

Religious Education, at primary level, provides the foundations for understanding the beliefs and practices which guide, motivate and inspire different people in the world around us. It opens children’s minds to different possibilities and alternative points of view. When sensitively taught, it can bridge gaps between people and demonstrate shared values and commonly held beliefs, as well as celebrating differences and individuality. Respect, tolerance and understanding are all improved. RE knowledge, learnt at Lothersdale School, should provide our children with the cultural capital to be able to confidently and respectfully interact with people of different faiths and no faith as they move through life.

Intent

- Religious Education will provoke ‘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’ .
- Children will learn ‘about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions’.
- Children will learn to express themselves with consideration enabling them to ‘agree or disagree respectfully’ enabling them to ‘participate positively in society, with its diverse religions and worldviews’.
- Lothersdale School equips the children with ‘knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities’.

(North Yorkshire Agreed Syllabus 2019-2024)

Implementation

- RE is determined locally, not nationally therefore at Lothersdale School we follow the North Yorkshire Agreed Syllabus.
- RE will be taught as blocked units of work (of 2 weeks per term) and also include themed days based on faith visitors to school.
- Teachers plan units of work that will build upon prior knowledge in order to construct a good, new understanding of substantive knowledge in RE.
- Teachers plan lessons to deepen children’s knowledge and allow sufficient time to discuss and consider beliefs and practices before moving on to new learning.
- At the start of each new RE unit time will be spent consolidating key information about our 4 school religious characters whose beliefs will be taught and discussed. These 4 children, who are displayed in each classroom, have an accompanying information card reminding children about special places, books and celebrations. Meena, Nadia, Thomas and Daniel will become familiar to children as they

progress through school and will act as reminders of key vocabulary.

- Good Early Years teaching stems from children’s own experiences and so practitioners will find ways to draw on the wealth of religious and spiritual experiences that families bring with them.
- By blocking units of work in EYFS, KS1 and KS2, we enable children to become fluent in their knowledge, allowing sufficient time to be immersed in new learning as well as recalling knowledge previously learnt ensuring knowledge is embedded into long term memory.
- Teachers planning will include and show a substantive and disciplinary approach to RE. Knowledge maps will outline what children will know and remember.
- Prior knowledge will be assessed before introducing new units of learning and misconceptions actively discussed.
- Low stakes assessments including ‘remember, reflect, recall’ small group conversations in EYFS and quizzes in KS1 and 2 will track how children know more and remember more over time.

Impact: to be reviewed at the end of the year

Substantive and disciplinary knowledge in RE

The aim in each key stage is:

| EYFS | KS1 | KS2 |
|-------------|-----------|------------|
| Discovering | Exploring | Connecting |

Substantive knowledge

For each key stage, the curriculum is divided into three distinct strands:

Believing

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Expressing

- 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, including ethical issues
- appreciate and appraise varied dimensions of religion.

Living

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.

Disciplinary knowledge

The connections, theories, similarities and differences children can apply to their thinking when discussing religions and world views and the impact these have on people's lives.

British Values

At Lothersdale School we promote British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. In learning about and discussing the many and varied faiths and beliefs held in Britain today, RE allows children to explore British values at a very personal, human level.

"Only the development of compassion and **understanding** for **others** can bring us the tranquillity and happiness we all seek." Dalai Lama

Assessment

At Lothersdale Primary School, learning starts by finding out the children's prior knowledge and any misconceptions that they may have. This will then inform the sequence of learning children will follow. Units of work (blocked plans) are personalised to meet the needs of learners. Any misconceptions that arise throughout the unit are identified and address appropriately. End of topic assessments take place approximately two weeks later. Two further recalls 'remember, reflect, recall' take place approximately six weeks and then twelve weeks later in order to embed knowledge in long term memory.

Staff and Subject Leader CPD

- Staff team RE Training – NYCC, Ings School Summer term 2017 – Workshops lead by faith representatives from Islam, Judaism, and Christianity.
- Prevent Training 'Working with those vulnerable to extremism' NYCC Harrogate Autumn 2018 - LB
- YCAT Subject Leader lead Training, January 2020 - LB

Advice and Contacts

Rev. Helen Collings

Rabbi Charring - autumn 2018

Mr Imran Kotwal, Muslim Learner Services, summer 2020

RE: ONLINE THE PLACE FOR EXCELLENCE

www.reonline.org.uk

North Yorkshire Agreed Syllabus for RE 2019-2024

Reviewed September 2019 - LB