

# RE

## Jordans School Curriculum



### Purpose of study

RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and world views that offer answers to questions such as these. The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal social, health and economic education (PSHE education) and the humanities. RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens.

### Aims

- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- Develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions.
- Encourages pupils to explore their own beliefs (religious or non-religious) in the light of what they learn, as they examine issues of religious belief and faith.
- Enables pupils to build their sense of identity and belonging.
- Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompts pupils to consider their responsibilities to themselves and to others and how they might contribute to their communities.
- Encourage empathy, generosity and compassion.

### Subject Content

The curriculum is based upon two key areas of learning – learning about religion and learning from religion. Learning from the EYFS is built upon over the Key Stage. The structure of the curriculum is taken from the Agreed Bucks Syllabus.

**Learning about religion:** Pupils should be taught to:

- Explore a range of religious stories and sacred writing and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify the importance, for some people, of belonging to a religion, and recognise the difference this makes to their lives.
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- Identify and suggest meanings for religious symbols and begin to use a range of religious words.

**Learning from religion:** Pupils should be taught to:

- Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.
- Ask and respond imaginatively to puzzling questions, communicating their ideas.
- Identify what matters to them and others, including those with religious commitments, and communicate their responses.
- Reflect on how spiritual and moral values relate to their own behaviour.
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

**Breadth of study:**

- Christianity and other principal religions of the world.
- A religious community with a significant local presence – The Quaker Movement.
- Experiences and opportunities involving visiting places of worship, listening and responding to visitors from local faith communities.
- Using their senses and having times of quiet reflection.
- Using art and design, music, dance and drama to develop their creative talents and imagination.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Caring for Others	Religion and Rituals	Places of Worship
<b>Year 2</b>	Caring for Others	Nature and God	Places of Worship
<b>Assemblies</b>	Rules and Routines Light and Dark	Friendship Easter/Surprises	Beginnings and Endings Ceremonies