

Our RE Vision Statement

"The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate"

Why RE Matters - The RE Council

Religions deal with some of the most profound and difficult questions in human life, questions such as the purpose of life and how people should treat each other. Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief.

At Woodnewton a learning community, our RE curriculum aims to bring RE to life; informing our children and inspiring their curiosity about different faiths and beliefs.

Our teaching of RE focuses on building children's knowledge and understanding of Christianity, Hinduism, Judaism, Buddhism, Sikhism, Islam and Humanism. We teach children about the different religions, belief systems, festivals and rituals, supporting our children to become effective cultural ambassadors, developing the fundamental skills of enquiry and questioning and acquiring knowledge and vocabulary in an exciting and engaging way. Our enquiry approach will enable children to acquire the knowledge and understanding of other people's beliefs and values, while also allowing them to reflect on their own beliefs and experiences.

In addition to dedicated RE lessons, religious learning will take place in special assemblies, led by the RE lead across KS1 and KS2, which all pupils will attend. The assemblies will be based on all key religions and make links to our PSHE curriculum and the children's understanding of British Values. Within all our teaching of RE, we will seek to encourage empathy, compassion and generosity thus prompting children to consider their responsibilities to themselves and others and to explore how they might contribute to their communities and the wider world.

Our Aims and Principles

RE lessons at Woodnewton a learning community focus on children working as cultural ambassadors, developing their knowledge of world religions and demonstrating respect towards others who hold views and beliefs different to their own.

RE in school is taught through Discovery RE, which is linked to the Northamptonshire Agreed Syllabus for Religious Education.

It is our aim that through the teaching of RE at Woodnewton a learning community, children will:

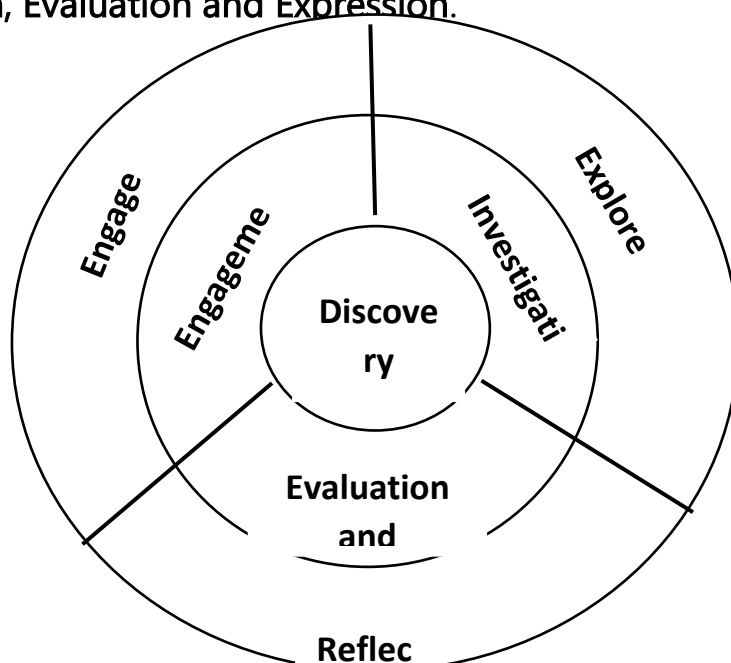
- develop religious literacy;
- acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- develop attitudes of respect towards other people who hold views and beliefs different from their own;
- develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

In order to achieve our aim, we will:

- provide high quality, first hand experiences with visits to local places of worship, workshops and visiting experts playing an important part in all our teaching and learning.
- provide opportunities and support for children to discover new information, ask their own questions, think critically, weigh evidence, sift arguments and develop perspective and a personal position.
- provide well-maintained, organised and up to date resources, including IT, which will support learning.
- provide opportunities for teachers to further develop their subject knowledge.

We use an enquiry-based model through Discovery RE to teach as we believe that this approach develops children's critical thinking skills and enhances their knowledge and understanding of others. Our children are free to make their own choices and decisions concerning religions and beliefs. RE will not try to persuade but rather to

inform and we use a four-step enquiry model for this purpose; **Engagement, Investigation, Evaluation and Expression.**



These steps allow for an enquiry-based learning experience that starts in the child's own world, takes them on a journey into the world of religion and challenges them to think evaluatively about big questions, before reflecting on and expressing their own thoughts.

Using the above modelled approach, children will learn about different religions, belief systems, festivals and rituals. Whenever possible, they will visit places of worship and have visitors from different faiths who will help them with challenging enquiry questions.

Our Curriculum Endpoints:

Early Years Foundation Stage

In the Foundation Stage the learning experiences are planned from the Early Years Foundation Stage Curriculum and Birth to Five Matters. RE is encapsulated in the Specific Area of this curriculum known as Understanding the World and our aim is that children in the EYFS will achieve the Early Learning Goal:

People, Culture and Communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

At Woodnewton a learning community, to ensure children meet the expected level, they are provided with opportunities through teacher- directed and self-led learning to develop a positive sense of themselves and respectful relationships with others. The children will gain an understanding that we all have similarities and differences to each other and amongst families, communities and traditions. Through stories, songs, rhymes, visits and visitors they will learn about special people, celebrations, special places and events. They will have opportunities to listen and talk about stories from around the world that are important to different people and have opportunities to ask questions and reflect on their own experiences, feelings and beliefs.

Key Stage 1

In Key Stage 1, the children will further develop their knowledge and understanding through a focus on Christianity, Judaism and Humanism. The children will explore these faiths through a new enquiry question each term. There will be opportunities for children to reflect upon their own position and experiences based on their own beliefs, values and traditions.

Lower Key Stage 2:

Building on KS1 knowledge of Christianity, the children will also be taught about Hinduism, Buddhism and Humanism. The children will develop their skills, knowledge and understanding through deeper enquiry. They will explore the big ideas of life such as, a sense of belonging, happiness, suffering and forgiveness. The children will be encouraged to use their knowledge of religions taught in KS1 and will refer back to these to begin to make links or identify differences based on their new learning.

Upper Key Stage 2:

In UKS2, children will deepen their understanding of the religions of Christianity, Sikhism, Islam and Humanism. They will respond to philosophical questions by considering the impact of beliefs and practices in greater detail. They will make comparisons and links between what they have learned about all the religions taught in the previous key stages. There will be opportunities for the children to explore and evaluate issues of truth, commitment, eternity, belief, faith and ethics and to communicate their responses effectively.

Assessment:

Discovery RE offers a colour-coded assessment process with 3 age-related expectations (Working At, Towards and Beyond) for the end of each enquiry which cross-references to the two Attainment targets by Northamptonshire Agreed Syllabus

AT1 - Learning about religion and belief

AT2 – Learning from religion and belief

Impact:

As children progress through Woodnewton a learning community, they will cultivate reverence and compassion for others, particularly those whose faiths and beliefs are different from their own. They will be encouraged to develop their own sense of identity and belonging. The children will be given the opportunity to flourish individually within their communities and as citizens in a diverse social and global community.