

RE 3 I's

Intent: What is the purpose of RE?

“The Principal aim for Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion, belief, reflecting on their own ideas and ways of living.”

Taken from the Agreed Syllabus 2021

Implementation: What does RE look like at RAPS?

At RAPS we follow the locally agreed syllabus for Sunderland. The syllabus is designed to support schools in developing and delivering excellence in RE. It deepens pupil's knowledge about religions by developing religious literacy by studying one religion at a time and then including thematic units which build on learning by comparing religious beliefs and practices studied. We take the approach of lingering longer and digging deeper by taking a more systematic approach to planning and teaching using a spiral curriculum which aims to develop depth in knowledge.

Coverage:

Foundation Stage Focus: Discovering Christianity and other religions and festivals

Key stage 1 Focus: Exploring Christians, Jews and Muslims

Key stage 2 Focus: Connecting Christians, Muslims, Hindus and Jews

The new syllabus also considers good practise in RE as well as taking into account European and domestic legislation that RE should be inclusive of both religious and non-religious worldviews. With that in mind pupils will study non-religious and worldviews to help develop mutual respect and tolerance of those of different faiths and beliefs.

What underpins the teaching and learning across the key stages is 3 core elements which together provide breadth and balance in the teaching of RE in RAPS

1. **Making sense of beliefs:** Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.
2. **Understanding the impact:** Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.
3. **Making connections:** Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge

pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

Within lessons pupils are also given opportunities for personal reflection where they can express themselves clearly, investigate and celebrate their own beliefs.

Impact

We believe that the impact of using the adapted local authority scheme as the basis of our RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future making them competent global citizens. All children in school will be able to communicate and talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote curiosity and inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, non-religious groups and world views, in particular their own community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.