

RELIGIOUS EDUCATION

Being the best we can be; committed to making a difference.
CURIOUS ABOUT OUR DIVERSE WORLD.

INTENT - Purpose of Study

We engage pupils in enquiring and exploring questions arising from the study of religion, belief and viewpoint, so as to promote their personal, spiritual, moral, social and cultural development. We provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain and around the World.

We develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook. Learners are supported to apply the insights of the principal religious traditions to their own search for identity and significance. Children become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.

We encourage learners to develop a positive attitude and acceptance towards other people who hold different beliefs and views to their own.

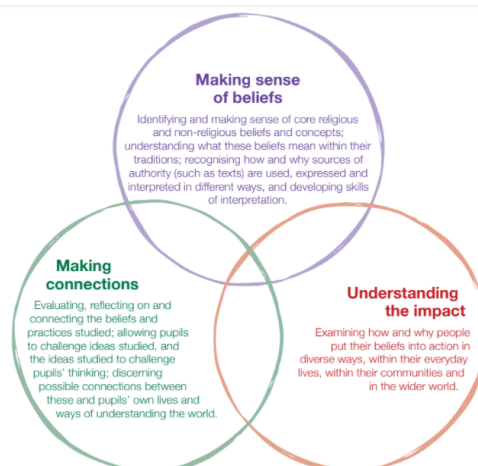
Implementation

Teaching in RE at West Berry Federation challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle. This is covered in a sensitive and accurate way in order to encourage a positive attitude towards diversity.

Questions, views and opinions are treated with sensitivity and respect. The teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. The work completed in lessons is represented in exercise books.

Impact

Pupil's knowledge is judged at the end of each unit of work against the expectations of the RE Devon Agreed Syllabus. As two small schools in rural North Devon, it is imperative that windows are opened onto the world for children to discover, celebrate and accept similarities and differences.



EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> • To develop a positive sense of themselves and others and to learn how to form positive and respectful relationships. • Begin to understand and value the differences of individuals and groups within their own immediate community. • To develop their emerging moral and cultural awareness. 	<ul style="list-style-type: none"> • Identify core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers. • Give examples of how people use stories, texts and teachings to guide their beliefs and actions • Give examples of ways in which believers put their beliefs into practice • Think, talk and ask questions about whether the ideas they have been studying have something to say to them. • Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the key concepts studied • Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. • Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures • make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make