

The importance of Religious Education

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

DILS recognise diverse religions and systems of belief (including those of no religious belief) in the UK both locally and nationally. RE is provided for all pupils and is inclusive and broad minded. Parents have the right to withdraw pupils from RE. If you wish to do this, please make an appointment with the head teacher.

Delivery: scheme of work	RE lessons are delivered by class teachers weekly using planning developed from the SACRE Agreed Syllabus, recorded on the school weekly overview In EYFS they follow DILS scheme of work which focuses on the world around them. They will: <ul style="list-style-type: none"> ● Encounter religions and worldviews through special people, books, times, places and objects and by finding out about places of worship ● Listen to and talk about stories ● Be introduced to subject specific words ● Use all their senses to explore beliefs, practices and forms of expression, reflecting on their own feelings and experiences and asking questions ● Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live
Time allocation	KS1 & KS2 – 1:00 weekly
Subject evidence	Each unit recorded in books, on paper or on display
Assessment	Assessment for learning during lessons Recorded against assessment statements termly
Reporting	Teacher reports progress face to face during parent teacher meetings and in a written report
Tracking and monitoring	Subject leader completes work scrutiny, planning checks and collects pupil voice termly to ensure high quality progressive teaching and learning is consistent across the school.
Vocabulary	Key vocabulary is identified in our RE vocab spine and explicitly taught within lessons. Pupils revisit vocabulary throughout the unit of work to support retrieval.

Aims and Purposes

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognizing the diversity which exists within and between communities and amongst individuals;
- Identify, investigate and respond to questions posed and responses offered by sources of authority and wisdom found in religions and worldviews;
- Appreciate and evaluate the nature, significance and impact of different ways of life and how these are expressed

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- Explain their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Appreciate and evaluate varied dimensions of religion or a worldview.
- Develop and use the skills needed to engage with religions and worldviews, so that they can: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding with increasing understanding;
- Investigate how different individuals and communities 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.

Organisation

DILS follows the Bedford Borough, Central Bedfordshire and Luton SACREs RE Agreed Syllabus. RE lessons offer a structured and safe space for reflection, discussion, dialogue and debate as part of the school's broad and balanced curriculum. RE at DILS will not seek to convert, urge or promote a particular religion or belief on pupils. Collective Worship is not part of the taught curriculum and therefore not included in the recommended teaching time.

Opportunities to explore religious ideas and buildings include: Y2 visit to Priory Church; Y3 visit to Bedford to visit different places of worship (mosque, church, gurdwara) including a focus on the diversity of the community; parents and local faith leaders are invited into school.

British values are identified as threads through many religions and ways of life for those without religion;

- the rule of law (and the 'law' or values and beliefs of the religion or self; ten commandments etc);
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith (comparing and finding out about a number of religions)

Examples of Artwork linked to religion are studied, for example Rangoli patterns. Art is also used as a discussion starter, for example, The Last Supper by Leonardo Da Vinci. Children have the opportunity to role play situations linked to what they are learning. At Christmas, children learn Christmas songs and the Reception children perform the Nativity.

Religions and beliefs to be taught:

Key Stage 1 pupils will be taught about:

- Christianity, Judaism, Islam

Key Stage 2 pupils will be taught:

- Christianity, Islam, Hinduism, Judaism and Sikhism

Programmes of Study

Knowledge and understanding of RE is gained through the exploration of 'deep questions' which enable pupils to develop skills of enquiry and critical thinking. They will develop the ability to describe, explain and analyse religious concepts through investigation, reflection and response which will enable them to understand and appreciate the nature (what it is), significance (why it is important) and impact (what difference it makes) of religious and nonreligious beliefs and worldviews. This model promotes the style of enquiry recognized as good practice.

Planning and Evaluation

Medium term and short term planning is carried out by teachers and stored electronically on the drive in year group folders. Planning is checked and monitored by the RE subject lead. In addition to planning scrutiny, monitoring includes book scrutiny and pupil voice interviews.

Assessment, recording and reporting The assessment system is based on key performance indicators (KPIs) for end of year and end of phase expectations, which reflect what pupils are expected to achieve. These are set out in the Agreed Syllabus. Assessment is both formative and summative and is used as a basis for a written report to parents at the end of each academic year.

Inclusion and differentiation

In order to provide all pupils with relevant and appropriate work at each stage, we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning
- Ensure Teaching assistants and/or class teachers play an active part in RE lessons to ensure all children can access the activities.

Resources

Variety of resources including books and teachers' resources on the six faiths are available for the teaching of Religious Education. These are located in Artefact boxes linked to religions are available in the resources cupboard. References to online resources / sources – document on google drive

Any requests for new resources should be passed to the RE subject lead.