

## Teaching RE

At The Winns Primary, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school through systematic enquiry into significant human questions which religion and worldviews address, so that the children can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. It plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.

Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

## Implementation

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school. However, we ask that you first of all have a discussion with us to explore further your reasons.

The syllabus should '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.' (s375 (3) Education Act 1996)

We ensure that we comply with the legal requirements by following the Agreed Syllabus for Religious Education developed by Waltham Forest as the basis for our curriculum.

At The Winns Primary School, we use the Waltham Forest SACRE scheme of work. The following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Non-religious people (Humanists)

When teaching R.E we focus on three main areas of religion, which include, Believing, Expressing and Living. All learning is connected to these three strands. Religious Education is generally taught on a weekly basis. Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus.

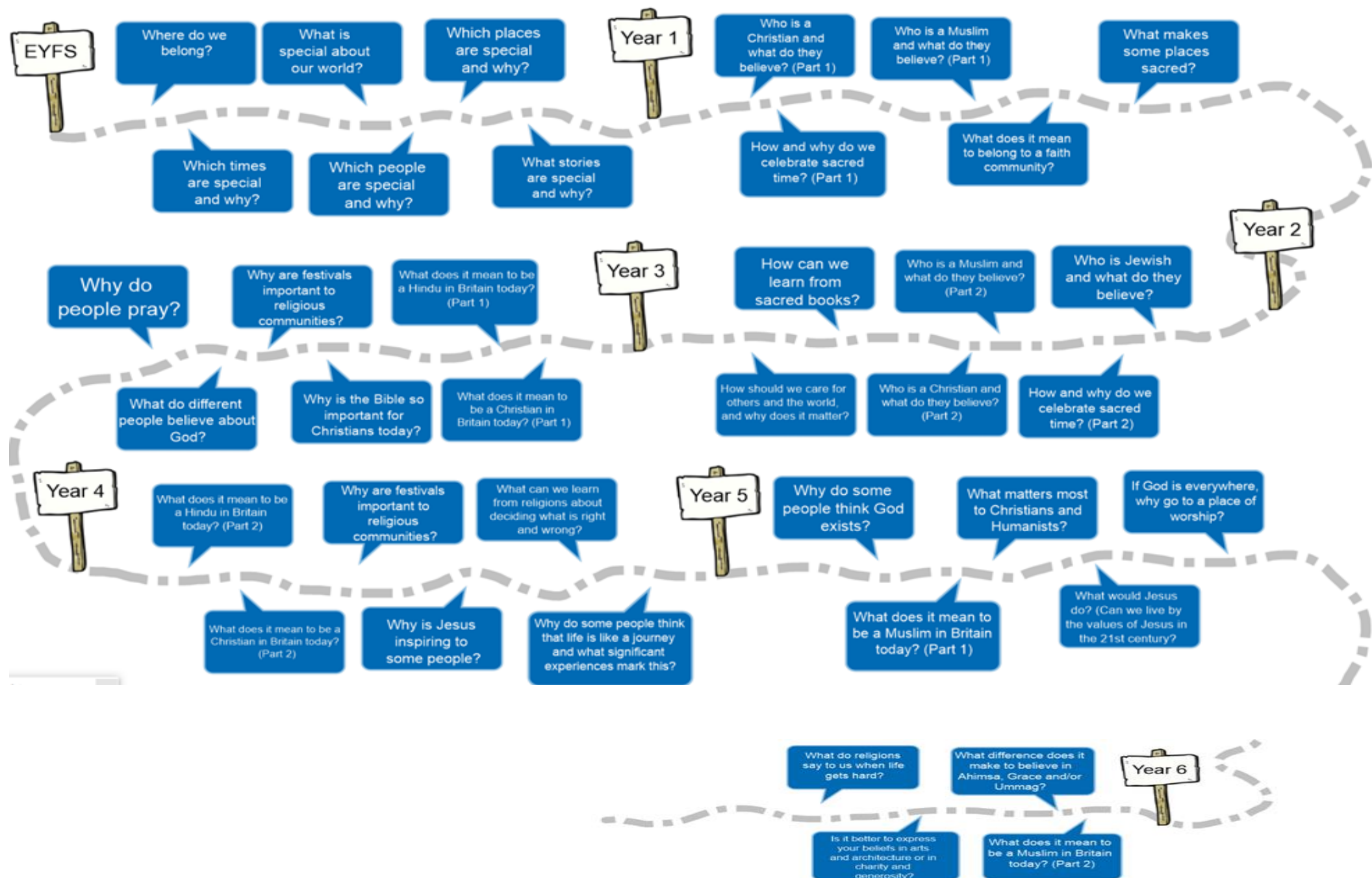
There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity, and we value the links, which are, and can be made between home, school, and a faith community.

We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

### Impact

The children at The Winns Primary enjoy learning about other religions and why people choose or choose not to follow a religion. Through their R.E. learning, the children will be able to:

- have a stronger awareness of the world around them and will be mindful of the beliefs of others.
- feel they are valued as individuals and that their beliefs are valued and celebrated.
- articulate ideas, with reasons, arguments, rebuttals and responses.
- disagree respectfully.
- make connections between the ideas studied, the world around them and within their own worldviews.
- recognise that some people are non-religious and be able to understand what they believe, why and how they live.
- Enjoy and benefit from an R.E. curriculum that promote creativity, achievement, confidence and inquisitive minds.



	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
<b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		Who is a Christian and what do they believe? (Christian) Who is a Muslim and what do they believe? (Muslim) Who is Jewish and what do they believe? (Jewish)	What do different people believe about God? (Christians, Hindus and/or Muslims)	Why do some people believe God exists? (Christians, Hindus and/or Muslims)
	Which stories are special and why?	What can we learn from sacred books? (Christians, Muslims and/or Jewish)	Why is the Bible so important for Christians today? (Christian)	
	Which people are special and why?		Why is Jesus inspiring to some people? (Christian)	What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Christian)
				What do religions say to us when life gets hard? (Christians, Hindus and non-religious)
<b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity)	What places are special and why?	What makes some places sacred? (Christians, Muslims and/or Jewish)	Why do people pray? (Christians, Hindus and/or Muslims)	If God is everywhere, why go to a place of worship? (Christians, Hindus and/or Jewish)
	What times are special and why?	How and why do we celebrate special and sacred times? (Christians, Muslims and/or Jewish people)	Why are festivals important to religious communities? (Christians, Hindus and/or Jewish)	Is it better to express your beliefs in art and architecture or in charity and generosity? (Christians, Muslims and non-religious)
			Why do some people think that life is a journey and what significant experiences mark this? (Christians, Hindus and/or Jewish people and/or non-religious)	

	<b>FS (Discovering)</b>	<b>KS1 (Exploring)</b>	<b>Lower KS2 (Connecting)</b>	<b>Upper KS2 (Connecting)</b>
<b>Living</b> (Religious practices and www woo living; questions about values and commitments)	Being special: Where do we belong?	What does it mean to belong to a faith community? (Christians, Muslims, and/or Jewish people)	What does it mean to be a Christian in Britain today? (Christian) What does it mean to be a Hindu in Britain today? (Hindu)	What does it mean to be a Muslim in Britain today? (Muslim)
		How should we care for others and the world, and why does it matter? (Christians, Muslims and/or Jewish people)	What can we learn from religions about deciding what is right and wrong? (Christians, Hindus and/or non-religious people)	What matters most to Christians and Humanists? (Christian and non-religious)
	What is special about our world?			What difference does it make to believe in ahimsa (harmlessness) grace, and/or Ummah (community)? (Christians, Hindus and/or Muslims)