



Religious Education – Curriculum Design

Discovery RE

Purpose and Aims of RE

Religious Education (RE) should provoke challenging questions about their own knowledge and understanding of the world and understanding the meaning and purpose of life. Questions should also encourage children to think about their own beliefs about God, reality and right from wrong. Children should learn about worldwide religions and their local, national and global contexts to then discover and explore answers to answer these questions.

As pupils progress through RE they should develop their own views, ideas, values and identities. It should help develop positive attitudes to shape their own minds and the society we live in. They will be able to use dialogue to participate positively in our society with diverse religions and world views.

Aims – Discovery RE Aims

- To deepen children’s critical thinking skills through greater subject knowledge
- To allow children’s spiritual to develop and grow.

Religious Education at Rodbourne Cheney Primary School

At Rodbourne Cheney Primary School we aim to:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop and knowledge and understanding of Christianity and other world religions
- Develop an understanding of what it means to be committed to a religious tradition
- Be able to reflect on their own life experiences and to develop a personal response to fundamental questions in life
- Develop and understanding of religious traditions and to appreciate cultural differences
- Have respect for other peoples’ views and to celebrate diversity
- In KS2, develop, investigate and research skills to enable them to make reasoned judgements about religious issues.

At Rodbourne Cheney Primary School we believe that religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We develop the children’s knowledge and understanding of Christianity and other world faiths. We enable children to develop a sound knowledge not only of Christianity but also other world religions. Children reflect on what it means to have faith and to develop their own knowledge and understanding. Children also enjoy exploring the different festivals that are celebrated around the world.

Where possible we link to other subjects to ensure breadth of study and to help children make links with learning and real life. Our children work in a variety of ways in which they evidence their learning. This could be through drama, drawing and writing.



We believe that RE is important for children to develop their knowledge and understanding of the world and is a basis for them to identify themselves and their own views on the world and different cultures.

Philosophy

At Rodbourne Cheney Primary School we believe that Philosophy has lots of benefits. It encourages deeper thinking, reasoning and opportunities for children to make their own judgements. We also believe that it encourages speaking and listening skills and helps with social, emotional, spiritual and moral development. We start off every lesson with a Philosophy questions for the children to discuss and share their own ideas.

Implementation

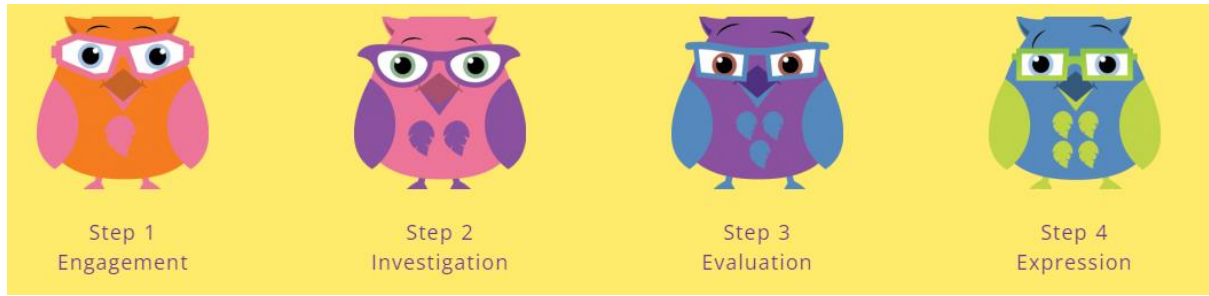
The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure the aims of the National Curriculum are met, and it has been used to inform the choices we have made about the content that we teach at Rodbourne Cheney Primary School.

At our school, we use the Discovery RE across all year groups. Discovery RE advocates an enquiry model (recommended by Ofsted in “Religious education: realising the potential”, 2013) with a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up ‘evidence’ (subject knowledge) and reaches a conclusion based on this. Discovery RE focuses on critical thinking skills, on personal reflection into the child’s own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

The children start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support the children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills. In Step 3, pupils complete an assessment activity to evaluate the question again in light of their new knowledge, and have further opportunities to embed their own reflections on the learning in Step 4.

Christianity is taught across every year group with Christmas and Easter explored in each year group, developing on children’s previous learning. Other religions including Hinduism, Islam, Judaism and Sikhism are also incorporated throughout the scheme.

In the Early Years, RE is taught to enable children to learn about many of the different religious festivals and then children are able to apply their knowledge in child-initiated learning. In Years 1 to 6 RE is taught on a weekly basis through the 4 step enquiry process.



Impact

Our intended impact is that by the time our pupils leave our school, they will have developed:

- The philosophy that they are free to make their own choices and decisions concerning religion and belief
- Their own ideas, values and identities with a positive attitude
- Their understanding of personal development and their understanding of the wider world
- Respect and tolerance and support for values, beliefs and traditions of others
- Experiences and understanding of religious settings outside of school
- Skills for preparation for life in a diverse and modern Britain.