

Religious Education

Intent

In Mary Dean's CE School we understand the importance of teaching high quality Religious Education across the school. We believe that RE gives our children the opportunity to begin to understand the beliefs, values and actions of people of various world-views recognising the value of this in the south-western peninsular of the country. We encourage questioning and reflection on the ideas presented with an open mind and with respect; listening to the beliefs and opinions of those around them. We encourage children to not only explore their own emerging belief system but also to question how this has evolved. These concepts are also reinforced whilst exploring spirituality.

As a Church of England school, we recognise the importance of teaching other world-views in addition to Christianity in order to find commonality between ideas and behaviour. This directly references the Christian values that underpin life in our school.

Implementation

The Plymouth Agreed Syllabus 2019-2020 reinforced with Understanding Christianity is the basis for the RE planning at Mary Dean's, which states:

The principle aim of 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 and belief, reflecting on their own ideas and ways of living.

The overriding principles of the current syllabus:

1. Understanding the text – scripture based learning allows the children to form their own opinions about the meaning
2. Understanding the impact – children then consider how following a particular faith impacts on the behaviour, values and the life of the individual
3. Making connections – the children then apply their knowledge to their own belief system, finding shared beliefs and behaviours.

We do not make judgements about the belief systems of any member of our school community and value the input that their viewpoint brings with respect and sensitivity. St Mary's, our local church, provides a valuable link to learning in RE through visits, lessons led by Father David, a location for services and members of the church regularly delivering whole school worship.

Each team has considered the timetabling of the syllabus taking the opportunity to link to other areas of the curriculum ensuring the biggest impact on learning. Each Key Stage is encouraged to work cross curricularly, for example covering the story of Moses in English whilst learning about Judaism in formal RE lessons. In addition, every class is expected to lead two acts of worship for all members of the school community with a religious message.

Key Stage Team	Key world view	World views learnt in less depth
Foundation	Christianity	Elements of other faiths as appropriate to the class and time of year.
Key Stage 1	Christianity	Judaism, Islam
Lower Key Stage 2	Christianity	Judaism, Islam, Hinduism,
Upper Key Stage 2	Christianity	Judaism, Islam, Hinduism, Humanism
This is not a definitive list. other world views will be taught when appropriate links are made.		

Impact

By teaching a broad and balanced RE curriculum, our children are encouraged to apply their learning for many reasons including:

1. To consider their own beliefs and how this correlates and contrasts with the beliefs of others. Reflecting on how their own belief system has come about and how it influences their own behaviour.
2. To ensure that the children are working at expected standards, assessments will be made at the end of each unit comparing outcomes to assessments statements.
3. To be able to apply their understanding of beliefs and behaviours, both today and in the future. By developing a deeper knowledge of why people choose to follow a faith or no faith and the consequence of this on their actions, will enable the individual to understand motivation and action in the wider world. At Mary Dean's, we believe that this is especially imperative due to the relatively homogenous nature of our community.

The impact of Religious Education will then become more than learning facts about a world view and more learning about the world.