



R.E Subject Statement

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| <p>Subject</p> | <p style="text-align: center;">R.E</p> <p style="text-align: center;"><i>'The whole purpose of religion is to facilitate love and compassion, patience, tolerance, humanity and forgiveness' – Dalai Lama</i></p> | | |
| <p>Purpose and aims</p> | <p>At Ashmount, the purpose of R.E is to provide children with a grounded understanding of religious and non-religious worldviews and to encourage children to reflect on their learning in order to make their own decisions about what they believe. The study of R.E aims to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Through exploring the similarities and differences between religious and non-religious beliefs, children are more able to make sense of their own ideas and can make connections between different faiths, traditions and ways of living, promoting a sense of community and belonging between all people.</p> <p>Ashmount follows the LBI Agreed Syllabus for R.E which has been carefully written to provide opportunities for children to explore a range of world faiths, as well as non-religious and alternative worldviews. The syllabus strives to provide children with the skills and confidence they need to understand the stories and ideas that shape their lives and the lives of their families, friends and community.</p> | | |
| <p>Core values</p> | <p style="text-align: center;"><u>Community</u></p> <p>The R.E curriculum teaches the importance of community, traditions and a sense of belonging. Children are encouraged to think about, understand and connect with people in their diverse community.</p> | <p style="text-align: center;"><u>Responsibility</u></p> <p>The R.E curriculum develops children's understanding of ethics and morals. It encourages children to be thoughtful, respectful and considerate towards one another and the choices they make.</p> | <p style="text-align: center;"><u>Growth</u></p> <p>Through reflecting on religious and non-religious world views, children are more equipped to make their own decisions about what they believe and the choices they make and are therefore able to grow into well informed citizens.</p> |



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| <p>Knowledge and skill progression</p> | <p>As we follow the LBI Agreed Syllabus for R.E, we are confident in the progression of knowledge and skills that children will gain overtime.</p> <p>In EYFS, the most relevant statements for R.E are taken from the Personal, Social and Emotional Development and Understanding the World areas of learning. In the EYFS, children begin to develop their sense of responsibility and belonging to a community. They develop positive attitudes about the differences between people and think about the perspectives of others. Children will learn about the past and the lives of people around them through settings, characters and events encountered in books that are read to them in class.</p> <p>In KS1, children will build their knowledge of different religions and worldviews. They will start to use basic subject specific vocabulary. They will begin to raise questions and express their own views in response to their learning and questions about their ideas.</p> <p>In KS2, children will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject specific vocabulary. They are encouraged to explore their curiosities about religion, belief, values and human life through asking increasingly challenging questions. Pupils continue to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p>All year groups will teach at least 3 R.E lessons per half term with written outcomes recorded in books and photos taken of more practical and discussion based learning, which will be displaying in class learning journey books. Assemblies are delivered at key points in the year to raise awareness and celebrate key religious holidays for example Diwali, Hanukkah and Easter.</p> <p>By the end of KS2, children will have studied the following world religions in depth: Christianity, Islam, Hinduism, Buddhism and Judaism.</p> | | |
| <p>Characteristics of effective learning</p> | <p><u>Engagement</u></p> <p>R.E provides an opportunity for children to share their own experiences as well as learn about the experiences of others. The subject offers an opportunity to celebrate the differences between people. Much of the learning is discussion based, with children given ample opportunity to share their thoughts and experiences with one another making it inclusive and engaging for all.</p> | <p><u>Motivation</u></p> <p>Children are motivated by learning about different religious traditions and ways of living. Children are able to share their own experiences as well as learn about others. This encourages them to broaden their worldviews and reflect on the world outside of their own.</p> | <p><u>Thinking</u></p> <p>Each unit has a big question which is shared and reflected on at the start of each lesson before exploring the main question for that lesson. There are at least three lesson in each unit providing an opportunity to build on their learning and revisit key ideas. Units are revisited in more depth across different year groups, giving an opportunity to consolidate and build on prior learning.</p> |



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| <p>Communication and vocabulary</p> | <p>Key vocabulary is introduced within the WALT and looked at within the lesson. R.E lessons will often have a discussion based element to them which helps children to develop their oracy skills through sharing their own ideas and opinions using the vocabulary taught and listening to each other in whole class, small groups or paired discussions. Sentence stems are shared during lessons to develop children’s discussion and debating skills.</p> |
| <p>Cultural capital “the essential knowledge pupils need to become educated citizens” “introducing them to the best that’s been thought and said” “engendering an appreciation of human creativity and achievement”</p> | <p>Knowledge in a range of different religious traditions and culture provide cultural capital which is essential to our students living in such a diverse community. The R.E curriculum provides children with the opportunity to discuss their own views and respectfully debate their opinions, helping to prepare them for participation in a multicultural, diverse society. Through learning about religions different from their own, children learn to celebrate differences, which helps to reduce stereotypical thinking. R.E also teaches children to understand, empathise and respect people who have views different from their own.</p> <p>During their time at Ashmount, children visit places of worship and have opportunities to meet members of different religious groups.</p> |
| <p>Learning experiences</p> | <p>R.E is taught for at least three lesson every half term. Assemblies are delivered at key points in the year to highlight various religious holidays and traditions. Teachers will plan trips and workshops to provide children with experiences linked to their unit.</p> |
| <p>High quality resources</p> | <p>LBI Agreed Syllabus Islington Library Service – books and artefacts</p> |