

School Curriculum 2020

Religious Education (RE) at East Ayton Primary School

Principles and Purpose

- To engage pupils in systematic enquiry into significant human questions which religion and worldviews address.
- To develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as developing responses of their own.
- To provoke challenging questions about meaning and purpose in life, belief in God, issues of right and wrong, etc.
- To provide children with the knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.

Entitlement & Enrichment

- Pupils should know about and understand a range of religions and worldviews.
- They should be able to express ideas and insights about the nature, significance and impact of religions and worldviews.
- They should gain and deploy the skills needed to engage seriously with religions and worldviews.

Enrichment activities will include:

- Christian and non-Christian visitors speaking about their faiths.
- Visits to Christian and non-Christian places of worship.
- Taking part in Christian and non-Christian celebrations – Diwali, Eid, etc.

Breadth & Balance

- All children learn from Christianity in each Key Stage.
- In addition, pupils learn from the principal religions represented in the UK – Islam, Hinduism, Sikhism, Buddhism, Judaism.
- Non-religious worldviews, such as Humanism, will also be the focus for study.
- In Early Years Foundation Stage (EYFS), RE sits within personal, social and emotional development. They should encounter religions and worldviews through special people, books, places and objects. They should listen to and talk about stories.

In Key Stage 1

- Children should develop their knowledge and understanding of religions and worldviews.
- They should use basic subject specific vocabulary.
- They should raise questions and express their own views.

In Key Stage 2

- Children should be introduced to an extended range of sources and subject-specific vocabulary.

- They should be encouraged to be curious and to ask increasingly challenging questions about belief, religion, values and human life.

The Teaching Narrative

- The teaching narrative follows that outlined in the North Yorkshire Agreed syllabus 2019-24.

Resources

- Visits to Christian and non-Christian places of worship – Church, Temple, Mosque.
- Objects, books and artefacts linked to specific religions.
- Sources for research on religions and beliefs – books, internet, etc.

Review & Evaluate

- A yearly plan outlining the actions needed to ensure progress.
- Review and evaluation of the plan.