

RE at Inkpen Primary School

RE is important in school because it challenges and enriches. It helps our children to develop values (including British values) and beliefs, and it promotes their spiritual, moral, social and cultural development.

During RE, we aim to foster thoughtful reflections, discussions and reasoned arguments through our teaching about religions and world views so that our children can understand the place of religion and belief in the modern world. In particular, we encourage respect and empathy, values which will support our children to make a positive contribution to our diverse modern society. Establishing a safe, open and positive learning environment based on trust between all class members, adults and children alike, is vital. To enable this, we encourage respect for each other's views and beliefs and those of the believers of other religions, and any artefacts handled are treated with respect and care.

In RE, we learn about and from world religions

Children learn about religions by:

- Acquiring and developing knowledge and understanding of Christianity, other principal religions and world views, and the diversity within and between them as well as their similarities
- Developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures

Children learn from religions by:

- Developing a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions and beliefs
- Developing an ability to make reasoned and informed judgements about religions and moral issues with reference to the teachings of the principal religions and beliefs
- Enhancing their spiritual, moral, social and cultural development by:
 - Developing awareness of, and responding to, the fundamental questions of life raised by human experiences, and how different religions deal with them
 - Reflecting on their own beliefs, values and experiences in the light of what they learn

In RE, we aim to:

- Begin each enquiry based unit with the children's own life experience before moving into learning about and from a religion
- Provoke and ask challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging
- Help children to develop a knowledge and understanding of Christianity, other principal religions and religious traditions fostering personal reflection and spiritual development
- Encourage children to explore their own beliefs (religious and non-religious), in the light of what they learn and to express their thoughts
- Develop a sense of identity, helping children to flourish within their communities and as citizens of a diverse society
- Develop a respect for others, including people of different faiths, helping to challenge prejudice
- Help children to consider their responsibilities to themselves and others, and to explore how they might contribute both to their communities and to a wider society
- Encourage a sense of empathy, generosity and compassion
- Nurture each child's own spiritual development

RE is delivered in line with the Agreed Syllabus for RE Pan-Berkshire 2018-2025 as a discrete subject. To support teaching, we use the Discovery RE scheme of work's materials and resources. Each unit of work is enquiry based, which fosters independent and reflective thinkers. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered.

Teaching time may be weekly or blocked. Each unit has a learning objective, which shows that learning enquiry and SMSC development opportunities are mapped throughout as is each unit's contributions to the British Values agenda. Teachers tailor all content to meet the needs of the children in their class to ensure inclusion for all.

RE lessons are largely discussion based and recording of work takes a range of forms. Written work occurs when appropriate. Each unit has in-built assessment for teachers to use.