

Why

Religious Education

1 What?

Religious Education is a means by which children find out about and make sense of our world and its people. As such it forms a part of children's Knowledge and Understanding of the World, as it is now, as it has been in the past and what it may be like in the future. Through the study of a range of beliefs RE links with Science, History, Geography and RE. Additionally it supports children's personal development and philosophical understanding through a consideration of and reflection on the ultimate questions of existence and purpose. The Programme of Study for Religious Education at Marlborough School, is borne out of Cornwall's Agreed Syllabus 2011 and provides an opportunity to develop an understanding and knowledge of Christianity and the other principal religions:

EYFS integrated through experience of local festivals

ks1	Buddhism
y3	Hinduism
y4	Sikhism
y5	Judaism
y6	Islam

2 Why?

We teach RE to further children's sense of curiosity, awe and wonder about the world; to develop an awareness of other people's beliefs, and an understanding of symbolism, faith, celebration, ritual, and to strengthen their own cultural and personal identity. The aim is that we equip children to live with a sense of responsibility for the world and toleration of other people, diversity in the community, UK and wider world.

As with other areas of KUW, RE helps children to achieve because they learn in particular to:

- Develop discernment, making personal judgements and informed decisions
- distinguish bias and fact
- empathise with different cultures
- understand environmental influences on humans and vice versa
- make a positive contribution to the school, the wider community and, as they get older, their future world
- extract and apply moral and ethical philosophical messages from religious texts, parables and traditional stories

3 How?

RE at Marlborough School is taught through an integrated approach within our school projects, providing first hand experiences and using secondary sources. Studies are planned with a focus on different religions in different year groups, enabling teachers to develop and apply their own knowledge and expertise to, and present RE within, appropriate topic themes, building links across the curriculum. This can make it impractical for parents to withdraw children from RE should they wish, however they are still free to do so on the basis that they ensure appropriate alternative learning opportunities are provided. Through

integrated activities, some subject specific learning, special weeks and events (local, national and global festivals etc), visits and visitors, community links (parents, other schools and countries) children develop the skills common to other KUW subjects. Using artefacts, art, ICT, scripts, scriptures, meeting visitors and making visits, they also learn about religion through their studies of the world's great faiths and in particular the key aspects and elements of Christianity. They learn from religion particularly through the stories told to support some collective worship in assemblies and through the behaviour and ethos team and friendship building activities we do in Marlborough Manners, PSHE and pastoral support sessions.

4 What if?

Through RE at Marlborough School children will:

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| Respectful | be tolerant and empathetic with people of other cultures and value their own religious cultural foundation |
| Ready | know how to make a safe and positive contribution to the communities in which they live and work. |
| Resourceful | be able to apply skills and knowledge to make sense of and function within their world |
| Resilient | have the skills to keep going and try new approaches when faced with problems. |
| Remembering | have a sound base of knowledge and skills to draw upon |
| Reflective | be able to make connections to have a 'big picture' understanding of their world; ask questions and show interest in the world around them; understand elements of comparative religion |
| Responsible | understand the positive and negative influences that they can have on the lives of others and the world around them and make considered choices |

Agreed by the teaching staff

4 May 2012

Adopted by the governors' achievement, teaching and learning committee

24 May 2012

Review Date - July 2013