



The Pebblebed Hub of the Jubilee with Pebblebed Federation

Subject Intent Statement for Religious Education

Our Vision

I have come to you that you will have life and have it to the full
John 10:10

Intent

In the Pebblebed Hub within the Jubilee with Pebblebed Federation, Religious Education has an important place in our curriculum and is regarded as a core subject. The founding principle behind its teaching is that a deepening understanding of Christianity, as well as those of other faiths, will enable the children to better understand themselves and also the world in which they live, enabling them to live out the school vision statement 'Inspiring one another to live life in all its fullness'.

In keeping with the intention to celebrate the local culture, environment and community, the children's learning about Christianity is placed within the context of their own explorations about beliefs. Links are made to the children's own experiences and those of other members of the community are drawn upon, through visits and visitors wherever possible. In addition, so that the children might better understand the world beyond their immediate horizons, they are introduced to the beliefs and practices of Jews, Muslims, Hindus and Humanists, as well as any other religions represented within the class. Wherever possible, this study will draw on the experiences of real people, as well as on appropriate texts, artefacts and sources.

Within the Pebblebed Hub, Religious Education provides a safe place for pupils to develop their understanding of people, cultures, faiths and relationships whilst enabling them to develop lively, enquiring and independent minds.

Religious education makes a significant contribution to pupil's spiritual, moral, social and cultural development as well as providing important opportunities to explore British Values.

Implementation

Religious Education is taught as discrete lessons following the Devon and Torbay Agreed syllabus 2019-2024, incorporating the Understanding Christianity resource.

Pupils study in depth the religious traditions of the following groups: Christians, Jews, Hindus and Muslims as well as the non - religious views of Humanists. RE is taught in both systematic and thematic units. Systematic units allow in depth studies of different faiths and world views and thematic units enable the pupils to make comparisons between beliefs.

We teach the world religions as living faiths and enhance the children's learning through visiting places of worship in the local community and inviting members of different faiths into our schools not only to bring the children's learning alive but to help them recognise and respect the diversity of our local and global communities. Pupils and staff attend the local church regularly throughout the year, including at significant times in the Christian year. They explore our core values and gain understanding of the Christian Calendar through the use of practical prayer activities and engagement with different members of the church community. Through investigating key questions, our pupils are able to explore what people believe and what difference this makes to how they live. We encourage the children to ask and answer questions that are raised by religion and belief and to reflect on their own ideas and ways of living.

According to Understanding Christianity, teaching of Christianity centres on the Big Frieze, which is displayed in every classroom and referenced in each Christianity unit of work. The units of work in the Agreed Syllabus are planned into an RE Topic plan, which is designed to support links between teaching and learning in RE and in other subject areas taught through topics, wherever possible. Links may also be made with the on-going programme of Collective Worship in the schools. Each sequence of work will revolve around exploration of a key question, which will be displayed in the classroom and which offers an open, exploratory and enquiry based approach to learning. Children will be encouraged to explore their own and others' responses to this question. Each sequence will involve, in varying degrees, each of the three core elements of the scheme: making sense of beliefs, understanding the impact and making connections.

- To make sense of beliefs, we provide pupils with opportunities to identify and make sense of core religious and non religious beliefs and concepts; understanding what these beliefs mean within their tradition; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways and developing skills of interpretation.
- To understand the impact, pupils have opportunities to examine how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.
- In order to make connections, pupils are encouraged to evaluate, reflect on and connect the beliefs and practices studied; allowing pupils to challenge the ideas studied, and the ideas studied to challenge pupils thinking; discerning possible connections between these and pupils own lives and ways of understanding the world.

At the start of each sequence of learning, children will complete an 'Elicitation' assessment to ascertain their existing understanding and knowledge. This may be

completed by individuals, in groups or as a whole class. At the end of each sequence, a similar assessment will be completed in order to support teachers in identifying how children's knowledge, thinking and ideas have progressed against the key objectives taught.

Teaching in RE will include a range of activities designed to support children in developing their knowledge about the beliefs and practices of major religions as well as their ability to think deeply and express their own developing thoughts, ideas and beliefs. Children will be encouraged to express their thoughts through creative activities, such as drama, writing poetry or creating art, as well as discussing their views with others in enquiries and class discussions. Where appropriate, cross curricular links are made with other areas of the curriculum such as art, design and technology, drama, literacy and history. RE is enhanced by wider Christian educational initiatives such as Thy Kingdom Come, 40 Acts of Kindness and Spirited Poetry competitions, as well as by supporting a range of different charities, chosen by the children throughout the year e.g. Children in Need, Mary's Meals, Local Foodbanks.

Wherever possible, children's learning about religion will be enhanced through visits to places of worship or through visitors who will be invited to take part in RE lessons. Trips are planned into our rolling programme to enable pupils to see that places of worship are not just a building but also a living community of believers, giving pupils a 'feel' of the faith and a sense of the 'spiritual', and ensuring that pupils take more away from the visit than just facts about beliefs, practices and artefacts. We welcome visitors of different faiths into school to help bring learning to life, to bring an authentic and authoritative voice into the classroom and to offer pupils opportunities to question believers directly. The visits may be informative, help develop understanding, and may also challenge pupils to reflect on their own commitments or perspectives.

Alternatively, where this is not possible, second-hand sources such as videos, interviews or diaries may be used to introduce children to the religious experiences, practices and views of a range of individuals from around the UK and also the wider world. Religious artefacts will be used to support children's knowledge and engagement in the subject. Teachers will model and explain to the children how to treat these with appropriate care and respect (eg. by keeping the Qur'an in a high place and only touching it after washing hands thoroughly).

Moments of quiet reflection are used within lessons and use is made of our outside learning environment to enhance learning and to give children time to ponder and wonder. Work is recorded in pupils' own books and through the use of big class RE books. Lessons are differentiated for children with SEND and for different year groups within the class.

A faith week is held every spring to enhance and excite pupils about their learning in RE providing many opportunities for cross-curricular learning.

Using the monitoring cycle the SLT, subject leader and governors monitor the effectiveness of the RE teaching across the school.

Parents have a statutory right to withdraw their child from Religious Education.

Intended Impact

The impact of our curriculum is that our mission statement will be fulfilled- that our pupils will be able to live happily with others within our multicultural and multi faith society. They will have an understanding, tolerance and respect for all people and will have developed the skills to be able to reflect on their own ideas and ways of living.

Pupils will:

- be able to clearly articulate their own personal beliefs, ideas, values and experiences whilst respecting the right of others to differ.
- have developed an understanding of the key stories, celebrations and practices of Christianity and other major world religions.
- have developed an awareness of the core concepts at the heart of mainstream Christian belief: God, Creation and Fall, the People of God, Incarnation, Gospel, Salvation and the People of God.
- have developed a respectful and tolerant attitude towards the beliefs and practices of those whose religion and culture is different to their own.
- be able to identify and ask 'big questions' about life, death and meaning and to talk articulately about their own developing ideas, thoughts and beliefs in response to these.
- have developed an appropriate vocabulary of religious terms that will enable them to make sense of and respond with compassion and understanding to situations concerning religious identity and belief in the local and world news, as well as relating to people that they meet with kindness, peace and love.
- have developed a growing appreciation that a sense of personal identity is connected to the way we relate with others and a developing awareness of the different ways that people might experience and respond to a spiritual dimension to their existence and the world around them.