



RE Curriculum Rationale

Intent

At Oreston we want the children to be able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. R.E. should prompt curiosity, critical thinking and allow learners to connect strands of learning across all the curriculum.

Implementation

Nursery/ Reception

Religious Education is encompassed in the Early Years through 'Understanding of the World'; alongside 'People and Communities', 'The World' and 'Technology'. At Oreston Community Academy, children begin and continue to develop their understanding of R.E. through a thematic approach to learning. In Early Years, children are encouraged to explore the world around them. Through their carefully designed environment and its objects, teachers can continuously ask questions to develop understanding.

Key Stage 1

In line with the Devon Agreed Syllabus, our RE curriculum develops children's knowledge and understanding of Christianity and other principal religions. The religions studied are Islam, Judaism and Hinduism. Consideration is also given to other non-religious perspectives such as Humanism. Where a child in our school follows a different religion from those studied, opportunities will be created to explore, compare and contrast this alongside the taught religions.

Key Stage 2

RE is taught through the "Opening Worlds" scheme.

In studying religions through multiple disciplines, pupils will:

- learn about and learn from the different kinds of question human beings can ask about religious origins, beliefs and practices, namely questions that derive from philosophy, theology, social sciences and history (for example, when studying a particular religion in a particular place, asking the following different kinds of question: how does this story from the Quran help Muslims to understand this precept from the hadith? What does this New Testament story mean to Christians? What are the big ideas that this Hindu story reflects

(eg dharma)? How are these ideas expressed in other stories and in diverse religious practices across time and space? Or, how does this religious community perceive matters of justice? How has this religious tradition tackled the challenge of injustice to one another? How does this community's beliefs shape its approach to injustice? What does this community teach about injustice and why? What insights about injustice can we gain from this religious communities' texts, art, traditions and practices?

The 'big questions' in life are posed and pupils will consider the influence of religion on individuals, families, communities and cultures.

We aim to ensure that all pupils:

- Make sense of a range of religious and non-religious beliefs
- Understand the impact and significance of religious and non-religious beliefs on believers
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied as well as making links with and developing their own personal view.

Impact

This subject will foster the knowledge, skills and dispositions for pupils to thrive through informed curiosity about the world and gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world. Every religion lesson is playing a central part in improving reading, even when a text is not actually being read! The range of reading pupils do in these lessons will be extensive. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned that vocabulary acquisition.