

Religious Education at Falconhurst School



Intent for Religiously Literate Pupils

At Falconhurst, the RE curriculum is an enquiry based approach to teaching and learning. Our intention is that, using an enquiry based model well, children's critical thinking skills can be developed, their motivation to learn increased and their knowledge of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place. Through the RE curriculum, we intend to foster an awareness of British Values, in addition, RE is critical in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs (SMSC). It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider and respect belief positions they encounter in school and beyond.

Characteristics of a Religiously Literate Pupil

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| <ul style="list-style-type: none"> • An outstanding level of religious understanding and knowledge. • A thorough engagement with a range of ultimate questions about the meaning and significance of existence. • The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion. • A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together. | <ul style="list-style-type: none"> • Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others. • Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE. • The ability to link the study of religion and belief to personal reflections on meaning and purpose. • A wide knowledge and deep understanding across a wide range of religions and beliefs. |
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Implementation of Religious Education

Our pupils are expected to pursue an enquiry-based approach to learning in order to weigh up 'evidence' and reach a conclusion based on this. This necessitates children using their subject knowledge and applying it to an enquiry question, rather than this knowledge being an end in itself.

Our 4-Step enquiry process for children is as follows:

1. Engagement
2. Investigation
3. Evaluation
4. Expression

The outcomes of each enquiry-based opportunity then inform children's progress within each milestone and with differing degrees of critical evaluation, knowledge and understanding. Children's learning in RE is supported by the Milton Keynes Locally Agreed Syllabus and Discovery RE.

The vertical accumulation of knowledge and skills typically expected from Years 1 to 6 is mapped below

| Essential National Curriculum Opportunities Key Stage 1 | | Essential National Curriculum Opportunities Key Stage 2 | |
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| Study the main stories of Christianity. Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. Study other religions of interest to pupils. | | Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. Study three of the major six religions not studied in depth in order to gain a brief outline. Study other religions of interest to pupils | |
| Essential Learning Objectives | Milestone 1 End of Year 2 | Milestone 2 End of Year 4 | Milestone 3 End of Year 6 |
| | I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. | I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance. | I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems. |

Evaluating the Impact of our Religious Education curriculum on pupils' outcomes

Through the explicit teaching of RE both the teachers and pupils assess their learning continuously throughout the lesson and over time. At the end of the unit, pupils use their Discovery assessments to reflect on their knowledge and understanding.

Talking with children throughout the year, helps us to understand their progress whilst sharing opportunities and ambitious aspirations with them. Some examples of careers which they could aspire to as a religiously literate pupil are Vicar, Advice Worker, Community Youth Worker, Counsellor...

