

RE Summary

Subject Lead – Miss K Carver

Despite its slightly different legal status, RE should, in practical terms, be as much a part of the curriculum as all the other core and foundation subjects. Unlike most other areas of the curriculum, RE has often been regarded as controversial, with some people questioning whether it should be included. It could be suggested that the main reason why religion should be included in education is because it exists! It is an aspect of life, of human experience. Some children are members of religious communities and are brought up by their families to learn and practise a particular faith. Other children encounter religion in various ways: even if they or their families are not practising members of any religious faith, they are aware of churches, mosques, synagogues or other religious buildings, perhaps in their locality, in the media, on the internet or on holiday; they hear people talking about religious characters or events; they may attend special occasions such as weddings, funerals or festivals in religious places of worship; many stories, novels, songs, films, paintings and theatre performances include references to religious places or ideas. RE should help children to explore these aspects of life and to see how they relate to other parts of human experience. Parents should be reassured that RE lessons do not attempt to change or convert their children. We teach about religious education rather than religious instruction or indoctrination.

The core syllabus topics for primary schools focus on Christianity with a variety of other religions within the strands. At Upton Westlea, we follow the 'Discover RE' scheme of work. The half termly key questions and planning for each of the different year groups help to promote one or more of the elements of SMCS.

| | Spiritual | Moral | Social | Cultural |
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| RE | RE allows pupils to think about them-selves, how they relate to other people, to the wider world in which they live and to teachings about God/other influential leaders. They reflect beyond and within themselves on creation and the precious nature of human existence. They discuss and reflect upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil and life after death. They discuss feelings and emotions openly. They develop curiosity and questioning so that their own views on and ideas about religious and spiritual issues can be developed within a secure environment where faith is valued. They develop a sense of personal significance and belonging and develop greater self-awareness and self-esteem. | We encourage pupils to develop an awareness of right and wrong based on a consideration of religious teachings, developing agreed virtues including truth-telling, respect for people, and listening carefully to others. We teach them to recognise the importance of personal integrity, tolerance and mutual respect across religious and racial divides. | The children learn to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas. They explore how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders and how they can use this to influence their own lives and decisions as a member of their own communities. | We promote the importance of positive self-identity. We teach the children to appreciate the role of belief and tradition in identity and culture and develop empathy towards others and show respect for different cultures. We teach them to show acceptance that we are all part of the human race and foster a curiosity to learn about and enjoy other cultures as well as their own. They can learn how religions and beliefs contribute to cultural identity and practices. The children will explore the damaging effects of prejudice, discrimination, sectarianism and racial stereotyping. |