



# The Learning Journey

## Religious Education At Farthinghoe Primary School

### Intent

'We live in a dynamic, ever-changing society full of different perspectives, beliefs and cultures. Learning about these things helps children to see the world clearly and helps them develop an understanding about the world and the people in it.'

~BBC news, Family and Education

### RE (Religious Education) Intent

At Farthinghoe Primary School we believe that the teaching of RE will create well rounded individuals that are understanding of different faiths and cultures. During their journey through school, children will learn about all world religions through well planned and well taught lessons that allow them to explore different religions and cultures.

The teaching of RE at Farthinghoe also enhances children's spiritual, moral and cultural development by delving into our experiences and understand how different cultures and faiths may react in different situations. We allow children to reflect on their learning and explore their own beliefs and values. later in life.

### RE Implementation

Teaching RE is a statutory requirement in all primary schools in England and, at Farthinghoe, we follow the RE syllabus which has been agreed for Northamptonshire schools. The aim of the syllabus is that throughout the RE curriculum, pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

We have themed RE topics that allow our children to discuss religions and cultures in depth through understanding their previous and new knowledge. We also ask children what they would like to know about different cultures and religions. Children play an active role in their learning, which is recorded through photographed activities, creative pieces or written work.

In Key Stage 1, children will learn about Christianity and at least one other world faith. They will learn about festivals, places of worship and important figures in religious scriptures.

In Key Stage 2, children will learn about Christianity and five other world faiths. They will start to explore what different religions learn from scripture and the beliefs of these religions. They will also begin finding out about humanism and other world views.





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To support children's understanding of world religions assemblies highlight all major religious festivals and celebrations. We also incorporate Christian ideas and attitudes in most areas of school life, particularly through our Core Values and School Rules.

## Early Years Foundation Stage

Pupils are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

### Learning about religion and belief

Pupils should be taught to:

- Talk about religious stories, including Bible stories and the stories behind Christmas and Easter
- Recognise some religious beliefs or teachings
- Identify simple features of religious life and practice
- Recognise some religious words
- Name and recognise some religious symbols
- Recognise some Christian religious artefacts, including those in cultural and religious use (e.g. Christmas cards, Easter eggs and hot cross buns)

### Learning from religion and belief

Pupils should be taught to:

- Recognise their own experiences and feelings in religious stories and celebrations
- Recognise there are similarities and differences between theirs and other's lives
- Identify what they find interesting about religious events
- Question what they find puzzling in religious stories
- Say what matters to them and to talk about how to care for others

## Key Stage One

During this key stage, pupils are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to other principle religions and can reflect on prior learning as they progress through the units.

### Learning about religion and belief

Pupils should be taught to:

- Explore a range of religious stories and religious texts and talk about their meaning
- Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Explore how religious beliefs and ideas are expressed
- Begin to establish a religious vocabulary and suggests meanings for religious symbols





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## Learning from religion and belief

Pupils should be taught to:

- Reflect on what matters to them and others who hold religious views
- Reflect on moral values of right and wrong
- Recognise there are similarities and differences between theirs and others lives
- Communicate their ideas and ask and respond to questions
- Recognise how religious ideas and beliefs impact people's lives personally and socially

### Key Stage Two

During this key stage, pupils are taught the knowledge, skills and understanding through deeper enquiry into known religions and key to Farthinghoe is that they, encounter secular world views. Parents choose Farthinghoe because we are not affiliated to any World Faith.

## Learning about religion and belief

Pupils should be taught to:

- Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence
- Explore how practices are related to beliefs and teachings
- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Consider how religious and spiritual ideas are expressed
- Describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding

## Learning from religion and belief

Pupils should be taught to:

- Reflect on what it means to belong to a faith community and how this relates to them and others' lives
- Recognise how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they find value in in their own and other's lives

## Impact

At Farthinghoe Primary, we envision RE curriculum impacting the pupils in the following ways:

- extend their knowledge and understanding of religions and beliefs
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
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- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

Termly summative assessments are used to determine the children's' understanding and inform teacher's planning and further differentiated support for pupils. This data is reviewed on a termly basis by the subject leader who also carries out learning walks, book scrutinies and lesson observations. The impact our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE curriculum.

