








## Subject statement for RE

<b>Subject:</b>	<b>RE</b>	
<b>Aims:</b>	<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Children learn to understand difference between people within a religion, which helps to reduce stereotypical thinking. Connections between people of different faiths and no faith are emphasised, to promote oneness between all people.</p>	
<b>Progression ensuring skills and knowledge:</b>	<p>Progression in knowledge, skills and understanding is assessed through end of key stage outcomes. It assesses the following threefold aim of RE, which elaborates the principal aim.</p> <ol style="list-style-type: none"> <li>1. Know about and understand a range of religions and worldviews</li> <li>2. Express ideas and insights about the nature, significance and impact of religions and worldviews</li> <li>3. Gain and deploy the skills needed to engage seriously with religions and worldviews</li> </ol> <p>In EYFS, RE will be play-based and child-centred, the learning following where the child's interest and curiosity leads.</p> <p>In KS1, children will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</p> <p>In KS2, children will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject specific vocabulary. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p>	
<b>Cultural Capital:</b>	<p>Opportunities for discussion and debate prepare children for participation in a multicultural, diverse society. They learn to become aware of, empathise and find points of agreement with people who have views different from their own. They learn to find points of disagreement and express this respectfully. Children are encouraged to listen and learn from each other, and view debating subjects as a form of enjoyable play.</p>	
<b>Learning Experiences:</b>	<p>At Duncombe, pupils will have the opportunity to meet a person of faith and visit a place of worship for each of the six main world religions, including some of the culturally impressive and significant sites in our city such as St. Paul's Cathedral and Neasden Temple.</p>	
<b>Environmental Issues links:</b>	<p>Environmental issues are explored through the theme of caring for our world. Children will consider how for many religious people, the world is a gift from God, and will explore the ways that appreciation is shown: through prayer and blessing, and through environmental action, as well as the importance of environmental issues within non-religious worldviews.</p>	
<p style="text-align: center;"><b>ASPIRE</b></p>  <p style="text-align: center;"><b>School values:</b></p>	 <p style="text-align: center;">Ambition</p>	<p>Children learn about what other people believe in RE. What people believe indicates how people behave. Learning about behaviour and being able to decipher between right and wrong is important so that the children can become the best versions of themselves.</p>
	 <p style="text-align: center;">Self-Esteem</p>	<p>Children learn to feel proud about their beliefs and are able to share what they believe respectfully with others around them. A culture of tolerance,</p>

		like the one we have at Duncombe, supports children in developing high levels of self-esteem.
	 Perseverance	In Key Stage 2, children learn about what certain religions say when life gets hard. Children learn to link this to lessons about resilience in PSHE enabling them to develop strategies to preserve when they find something difficult.
	 Independence	Children recognise that people in their local community may not share the same beliefs as their own. RE lessons help children to independently decide what is important and helps children to establish their own personal values, beliefs and worldview.
	 Respect	In RE, children learn that different people hold different beliefs. They learn that even within one religion different people can hold different world views. In a school as multicultural as Duncombe, it is fundamental that we help children develop tolerance and respect for one another and our RE curriculum helps us to do this.
	 Enthusiasm	Children love learning about RE. Many of our children are from different religious backgrounds so we celebrate different religions and explore different ways of life. Children enjoy sharing their experiences and learning about experiences different to their own. Interactive assemblies led by specialists and faith representatives introduce children to a range of exciting artefacts.
<b>Word power and communication:</b>	Sentences stems used throughout teaching will support children's ability to discuss and debate: I agree..., I disagree... Special circumstances: I agree with X. However, in these circumstances, I disagree. Subject specific vocabulary will focus on concepts. This will develop from concepts linked with human experience ('special'), to concepts associated with religion ('sacred') and concepts specific to religions ('karma' in Hinduism). The focus on building vocabulary through concepts will emphasise commonality between religions and worldviews.	
<b>Resources used:</b>	Islington Scheme of Work RE boxes in each year group	