

## Subject statement for RE

<b>Subject:</b>	<b>RE</b>
<b>Aims:</b>	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.
<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>	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.
<b>Learning Experiences:</b>	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.
<b>Digital Discovery links:</b>	Digital discovery is explored through breaking down physical barriers to people of faith across the world. Children can hear about Buddhism from a monk in Tibet, and hear an Eid prayer performed for them by a world-renowned Islamic musician. Virtual and augmented reality mean that children can visit sacred sites and explore the wonders of the world without ever leaving the classroom.
<b>Environmental Issues links:</b>	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.
<b>Skills (Characteristics of Effective Learning):</b>	<b>Engagement:</b> interactive workshops led by specialists and faith representatives introduce children to a range of exciting artefacts. Children can follow their own interests, encouraging memorable and meaningful experiences for all children.

	<p><b>Motivation:</b> RE at Duncombe gives children the opportunity to reflect on beliefs, values and worldviews in discussions and debates, and reflect on their own worldview. Creative approaches such as storytelling, drama, dance and art motivate learners in the subject.</p>
	<p><b>Thinking:</b> Philosophical discussion on religious themes develop children's thinking. Religious stories and artwork are used as a stimulus. Children are encouraged to record their thinking through artwork and writing to provide assessment.</p>
<p><b>Word power and communication:</b></p>	<p>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.</p>
<p><b>Resources used:</b></p>	<p>Islington Scheme of Work RE boxes in each year group</p>