

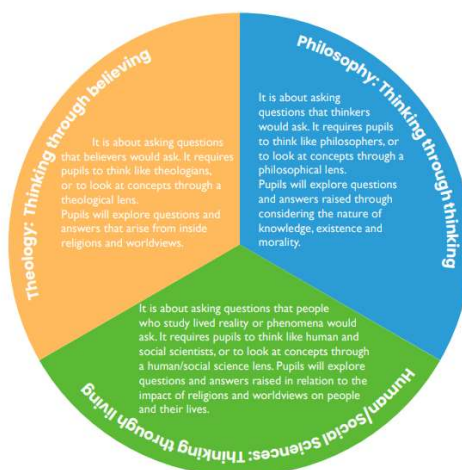
# Religious Education

## Intent

- Children will have the ability to hold balanced and well-informed conversations about religion and worldviews.
- They will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.
- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews
- To provide our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral, social and cultural development.

## Implementation

- RE is taught as a multi-disciplinary subject allowing for children to view different ideas and religions 'through a particular lens'. These disciplines include theology, philosophy and the human/social sciences.



**Effective RE will balance these three disciplinary lenses in order for pupils to become more religiously literate.**

- An animation explaining these three disciplines is available to view here: <https://www.youtube.com/watch?v=6NTW2bsFTLY&feature=youtu.be>

## Impact

- To ensure that all pupils are educated to develop spiritually, academically, emotionally and morally enabling children to have developed religious literacy.

- To enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.
- For children have developed a mutual respect for and tolerance of those of different faiths and beliefs and for those without faith.
- This will help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.
- Each enquiry unit has the Big Question, Concepts, Key Principle, World Views and Non-World View Focus, Operational Questions.

