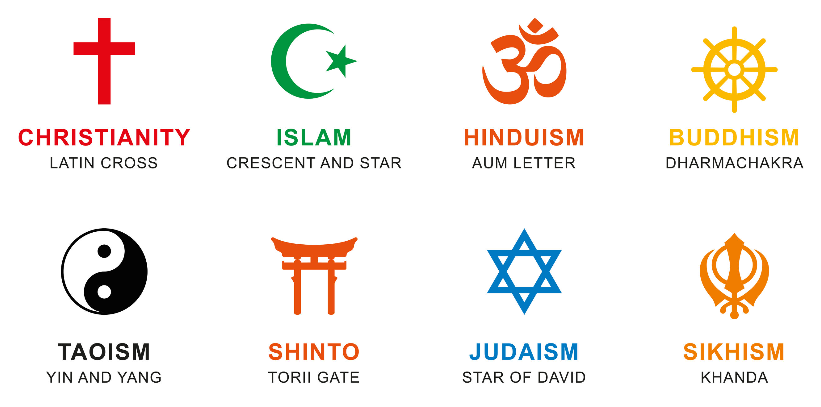
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**Religious Education at Wibsey Primary School**

‘We are far more united and have **far more in common** with each other than things that divide us.’

Jo Cox, MP

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| **What our children learn in Religious Education (Intent)** |
| At Wibsey Primary School, our intent is to provide a stimulating, engaging and rigorous Religious Education curriculum, which teaches our children about religionand world views. Wibsey Primary school is proud to be a diverse, multicultural community in a city of many faiths and cultures. Through the RE curriculum we nurture tolerance, respect, empathy and kindness, whilst celebrating this difference and diversity within our school and the local community.  Religious Education occupies a unique place in the Wibsey Curriculum; it develops understanding and respect for world faiths and worldviews, and encourages children to consider their own spirituality and values. It poses challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.  There are several different strands of learning interwoven through our curriculum, each serving to strengthen the whole.  Children learn about beliefs and values, through various topics, some relating to a single religion and others exploring religions through a more thematic approach. This gives them both depth and breadth of study. They develop their understanding of religions and worldviews, exploring their commonality and diversity. Through this approach, they will develop a broad and balanced understanding of religions and worldviews. Children develop critical thinking skills, through engaging and stimulating RE, which helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. RE offers a place in the curriculum where difficult or ‘risky’ questions can be tackled within a safe but challenging context.  The curriculum is also about ‘belonging’. We aim to nurture our children’s awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and share this patch of the Earth. In this way RE plays a part in helping children to discover their own place and journey through life.  Through the Wibsey RE curriculum, we aim to broaden perspectives of faiths and cultures, encouraging tolerance of diversity.  RE develops pupils' knowledge and understanding of Christianity, Islam and other religious traditions and world views, and explores their responses to life's challenges. This gives children the knowledge and skills to flourish both within their own community and as members of a diverse and global society.    Another key strand is that of nurturing spirituality. The role of RE is not to promote or undermine organised religion, but part of its purpose is to provide structured opportunities for consideration of the non-material aspects of life. RE can contribute dynamically to children’s education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. It can support their own discovery of their personal journeys of meaning, purpose and value.  The study of RE contributes to the development of children as positive, participating citizens of the world.  Our children are strengthened and empowered by learning from each other. So, through experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives and communities. RE plays an important role in preparing pupils for their future, for employment and lifelong learning.  It enhances their spiritual, moral, social and cultural development by developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them. Children learn to respond to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience. They also reflect on their own beliefs, values and experiences in the light of their study. |
| **How our children learn in Religious Education (Implementation)** |
| At Wibsey Primary School our curriculum is based upon the locally-agreed RE syllabus, ***Believing and Belonging in West Yorkshire.*** It is usually taught as a discrete subject, separate from the ‘Wibsey Cumulative Curriculum’, although there are clear links with the WSFL curriculum.  Through a sequence of Units of Study, children build up their knowledge and understanding of religions and world views, in order to gain increasing understanding and empathy of our wide and diverse communities. They develop religious literacy, thinking skills and ethical judgments through investigating three key areas of the curriculum. RE Units of Study at Wibsey provide a balance of learning about: beliefs and practices of religions and world views, the way religions and other world views address questions of meaning, purpose and value, and how religions and other world views influence morality, identity and diversity.  Children at Wibsey develop systematic knowledge of religions and world views. As they progress through school, they develop an overview of the beliefs, practices and context of particular traditions, such as Christianity, Sikhism or Humanism. They then apply this knowledge to investigate key questions and topics which are influenced by religions and beliefs. Throughout these units, teaching and learning are focused on investigation of key questions, such as ‘*Why are Gurus at the heart of Sikh belief and practice?’, or ‘What values are shown in codes for living?’*  Study of religious and non-religious approaches to life helps equip our children to explore personal questions of meaning and to engage with profound issues and contemporary questions that face our communities now and in the future. This encourages both the development of knowledge and the ability to reflect.   When studying religions and world views, it is important that children begin to understand the diversity within religions, and realise that not all followers of a religion share all of the same traditions or rituals.  An important aspect of the RE curriculum at Wibsey is the exploration of lived experience, through studying the lives of significant individuals from faith traditions and other world views, and by finding out about faith communities within Bradford today. As part of our Core Learning Experience, children visit places of worship and have visits from faith leaders. We plan to extend this by inviting a humanist speaker to talk to children about their life and values.  This first-hand experience is an excellent way for children to develop a better understanding of the diverse cultures, values and beliefs in the world.  The RE curriculum layers up as the children progress through school. In the Foundation Stage, children begin to think about religion and world views through experiencing celebrations and festivals. They consider things and places that are special to themselves, and talk about their own experiences at home or with their family. In KS1, children learn about Christianity and Islam, alongside non-religious perspectives. In keeping with our aims of inclusion and embracing diversity, other religions or world views are included when they reflect the beliefs of individuals within the cohort, or fit into the themes being studied.  Throughout KS2, children continue to develop their understanding of Christianity, Islam and nonreligious perspectives, and begin to explore Judaism and Sikhism. |
| **What difference does the Religious Education curriculum make to our children? (Impact)** |
| Through the high quality first teaching of RE we will see the impact in different ways. Primarily, children will be engaged in their learning in RE. They will be able to talk about the skills and knowledge they have acquired, and make links between different faiths and world views and how people live their lives today. Children will be able to identify similarities and differences between religions and world views, examining evidence critically, and expressing their own ideas and opinions about fundamental questions relating to the meaning and purpose of life.  Children will gain a coherent knowledge and understanding of world religions and world views. They will have developed a respect and understanding of viewpoints and cultures which differ from their own experiences, and will have learned more about the range and diversity of faiths and belief systems, both within our own community and worldwide. Children will learn to think critically, ask perceptive questions and evaluate evidence.  Work evidences that a range of topics are being covered, cross curricular links are made where possible and differentiated work set as appropriate.  Development of enquiry skills will be evident alongside an increasingly secure grasp of chronology. Assessments and monitoring will show standards in RE will be high and will match standards in other subject areas |