



To Care

RELIGIOUS EDUCATION AT PICKERING COMMUNITY JUNIOR SCHOOL

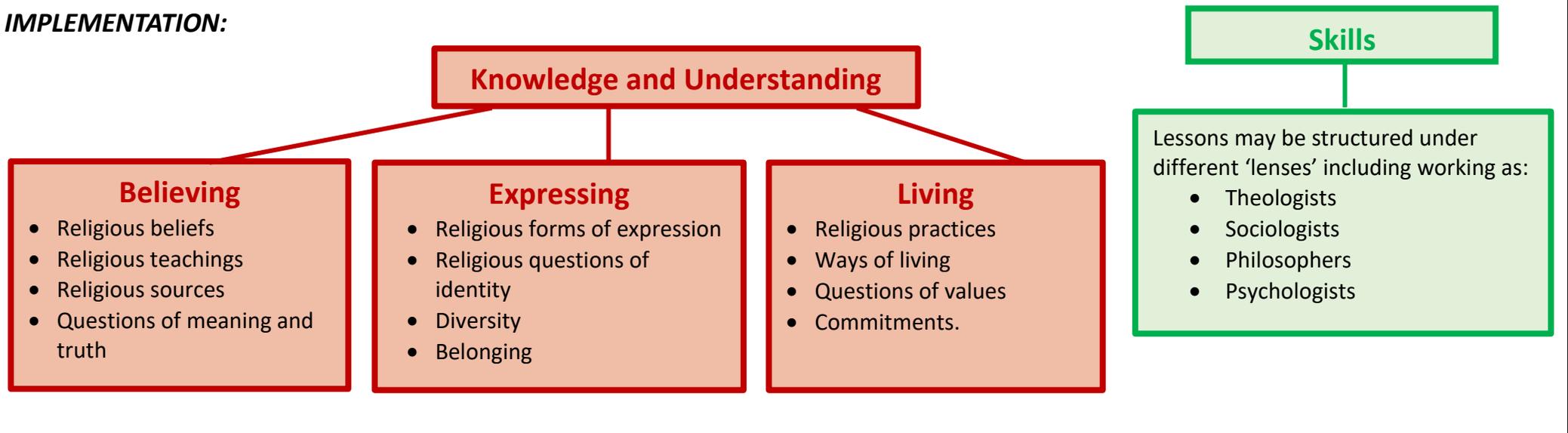


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INTENT:

At Pickering Community Junior School, we work together to ensure that all children are engaged in the enquiry into significant human questions which religion and world views address. Through their work in RE, children explore, analyse and reflect on a range of religious and non-religious responses to these questions of meaning and purpose, building on the self-awareness and belong work the children learn at Pickering Infant School. They will know about and understand a range of religions and world views; be able to express ideas and insights about the nature, significance and impact of religions and world views and gain and deploy the skills needed to engage seriously with them. All children will be provided with a broad and balanced curriculum which reflects the equality and diversity policies and practice in our school.

IMPLEMENTATION:



IMPACT:

By the end of Year 6, our pupils will be supplied with the skills that allow them to be empathetic and reflective thinkers about the world around them. This will prepare them for their KS3 studies and allow them to become active citizens who are accepting of the differences between the people of the world. Through a range of experiences, our RE curriculum will allow our children to make links between their lives and those of other cultures and beliefs, both in our community and within the wider world. Children will develop an understanding of other people's cultures and ways of life, preparing them for the ever shrinking and changing world they will face as adults showing that the world is enriched by these differences and diversity. Our pupils will leave Pickering Community Junior School with an ability to enquire sensitivity and unassumingly about the beliefs and viewpoints of others.



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RE EDUCATION PEDAGOGY ON A PAGE



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RE Supporting Aspects

Cultural Capital

- Listening to different religious and non-religious perspectives.
- Religious artefacts.
- Visitors from a range of religious perspectives.
- Assemblies to celebrate a range of religions and cultures.
- Diverse cultures represented in reading books.

School/British values and SMSC

- Exploration of different beliefs, perspectives and cultures from all over the world.
- Exploring moral codes, codes of conduct, right and wrong and ethical dilemmas.
- Collaborative working with others and expressing opinions.
- Expression of individual viewpoints and listening to others.

Learning outside the classroom

- Human bar charts.
- Visitors and visits.
- Community events.
- Harvest and Christmas festivals.
- Visiting religious spaces.
- Meditation and calming practices.

RE Lesson structure and pedagogy

Vocabulary for the lesson is shared in advance.

Each theme of learning is posed as a question, where children explore world views that are relevant, including non-religious world views.

Children are encouraged to develop their own opinions based on the teaching which may or may not be shared.

Where possible children use 'real' sources of beliefs such as written sources and video reports. Children should be able to talk about the different ways in which they know about religion.

Where appropriate, lessons have a 'lens' of learning, where children act as philosophers, theologians, psychologists and sociologists.

Lessons have a high level of discursive elements.

Core Principles to support the RE Pedagogy

- Worldviews are explored with an open mind and children are actively encouraged to embrace the 'fuzzy' nature of religion. Discussions include multiple viewpoints within the same religious world view and children understand that umbrella terms like 'Christian' have many facets within them.
- When comparing worldviews, non-religious worldviews are also considered.
- The most important part of the lesson is the discussion and the personal explorations. The discursive element of the lesson should always be prioritized over the completion of a written task.
- The Intent of RE must always be the starting point of any unit of work along with the main objectives found on the unit page and within the progression document.
- The language or world view, organized world view, religious worldview and non-religious world view must always be used.