

Religious Education

Purpose of Study

RE contributes dynamically to pupil's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong. In RE pupils learn about and from religions. RE plays a significant part in a balanced curriculum, enabling pupils to consider some of the fundamental questions of life. RE offers distinctive opportunities to promote pupil's spiritual, moral, social and cultural development. RE should offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate. It is a subject that explores people's responses, beliefs, traditions, cultures, behaviours and diversity. Pupils will be able to gain and deploy skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. Pupils will learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Aims

Religious education should help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other world religions. (Judaism and Islam from the Western traditions and Buddhism, Hinduism, and Sikhism from the Eastern traditions)
- develop an understanding of and explain the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain
- express with increasing discernment their personal reflections and responses to questions and teachings about diversity, meaning and value including ethical issues
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives
- enhance their spiritual, moral, cultural and social development.

Attainment targets

By the end of each Key Stage, pupils are expected to know, apply, understand and evaluate the skills, knowledge and processes specified in the relevant programmes of study.

Pupils in all Key Stages must focus on learning about religions and learning from them

Pupils learn about religions by developing the ability to:

- identify, name, describe and give accounts, in order to build a coherent picture of each religion
- explain the meaning of religious language, stories and symbolism
- explain similarities and differences between, and within, religions.

Pupils learn from religions by developing an ability to:

- give an informed and considered response to religious and moral issues
- reflect on what might be learnt from religions in the light of one's own beliefs and experience
- identify and respond to questions of meaning within religions

Subject Content

- From the Foundation Stage to the end of Key Stage 3 sufficient time should be allocated in the curriculum for an in depth study of religion and at least comparable curriculum time to other humanities subjects.
- Pupils not following an examination course at Key Stage 4 in religious education have an entitlement under Jersey Law to study religious education and the school must ensure appropriate arrangements are made for this

The Foundation Stage and Key Stage 1

Across the Foundation Stage and Key Stage 1, the Programme of Study will focus on Christianity and **two** other religions. In addition to the study of Christianity pupils study needs to be drawn from an example from each of the Eastern and Western religious traditions.

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Foundation Stage

In EYFS, in line with the EYFS profile RE should be planned, purposeful play and through a mix of adult-led and child-initiated activity, provide an opportunity for pupils to learn about and from religion through:

Communication and language

- listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions
- use talk to organise, sequence and clarify thinking, ideas, feelings and events
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources
- talk about how they and others show feelings
- develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development

- children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- think and talk about issues of right and wrong and why these questions matter
- respond to significant experiences showing a range of feelings when appropriate
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others
- have a developing respect for their own cultures and beliefs, and those of other people
- show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

- talk about similarities and differences between themselves and others, among families, communities and traditions
- begin to know about their own cultures and beliefs and those of other people
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design

- use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings
- respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- recognise, create and describe some patterns, sorting and ordering objects simply.

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Key Stage 1

In Key Stage 1 pupils should have opportunities to build on their understanding from the Foundation Stage to acquire knowledge and understanding through:

- encountering and learning the names of some of the important places and objects connected with the religions studied, and becoming familiar with stories about the lives of religious leaders and teachers
- recognising that some ideas and practices, such as festivals, are shared by more than one religion but expressed differently
- talking about the meanings of stories and symbols
- meeting people who belong to the religious community studied.

The Programme of Study includes issues related to pupils' spiritual and moral development.

Enhancing their own spiritual and moral development through:

- realising that stories from religious traditions often deal with concerns and feelings similar to their own
- talking and thinking about puzzling questions that arise from the study of religions
- talking about things that matter to them and listening to what others say
- exploring the sense of belonging to a community
- exploring the difference between right and wrong; fair and unfair
- expressing themselves creatively in art, drama, dance etc
- exploring times of quiet to reflect on a story or other experience
- responding to the wonder and beauty of the natural world.

Developing positive attitudes to other people and their right to hold different beliefs, for example by:

- feeling confident about their own religious and cultural background
- exploring the religious beliefs, values and practices of others in their class
- enjoying stories from the different religious traditions
- recognising the similarities and differences of belief and points of view among their friends
- seeing diversity and difference as potentially positive rather than necessarily threatening.

Key Stage 2

Teaching at Key Stage 2 should focus upon Christianity and **two** other religions in depth, one from the Eastern and one from the Western traditions. In addition, the Programme of Study includes issues related to pupils' spiritual and moral development. Teachers should refer to, and build upon, what pupils have already learnt in the Foundation Stage and at Key Stage 1 and, where appropriate, should make reference to the teachings and practices of other religions, especially those that have adherents in the school, taking account of the pupils' family backgrounds.

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Developing their knowledge and understanding of Christianity and at least two other principal religions through:

- learning about the historical context of religions
- encountering key objects, people, places and activities associated with the religions studied and discussing their purpose and function
- extending their awareness that certain features, e.g. festivals, worship, a sense of community, are shared by more than one religion, although expressed differently
- considering the meaning of symbols, stories and symbolic language for members of faith communities
- encountering the key beliefs of the religions studied
- studying the lives of people who are held by members of their faith to be examples to others, looking particularly at how these people have lived out the beliefs and values of their faith.

Developing an understanding of the influence of religions by:

- looking for evidence of religion in the world around them
- considering the impact of religious beliefs on individuals and their local community.

Enhancing their own spiritual and moral development through:

- considering the value of certain religious practices for their own lives, e.g. prayer, celebrations of turning points in life, periods of silence
- talking about stories which focus on values, relationships or religious teachings, considering the relevance of this teaching to their own lives
- exploring questions of the meaning and mystery of life
- evaluating answers to these questions by supporting their own points of view, referring to, and showing consideration towards, views expressed by others
- relating what they learn in religious education to other areas of the curriculum and their general knowledge of the world
- developing an understanding of what it means to belong to a community
- discussing the differences between fairness and unfairness, right and wrong, and the nature of individual responsibility
- expressing ideas and innermost thoughts and feelings in the forms of art, music, drama etc
- exploring times of stillness, in order to reflect quietly on what has been studied.

Developing positive attitudes to other people and their right to hold different beliefs by:

- developing the confidence to express their own views and beliefs
- exploring religious beliefs, practices and issues
- recognising and respecting the right to hold different views and beliefs
- showing readiness to accept and learn from diversity.

Key Stage 3

Schools adopt a range of different patterns when providing for religious education in the secondary phase. Teachers should ensure that all pupils have encountered all six world faiths by the end of statutory education at the age of 16.

Teaching at Key Stage 3 should focus upon Christianity and **two** other religions in depth, one from the Western and another from the Eastern traditions. Teachers should also refer to, and reinforce, previous learning and, where appropriate, should make reference to the teachings and practices of other religions, especially those that have adherents in the school. Teachers should also ensure that pupils develop their knowledge of religions, or aspects not previously studied, rather than repeating earlier work.

Investigating their knowledge and understanding of Christianity and normally two other principal religions through:

- researching a key period in the history of religions studied
- acquiring a coherent and broad coverage of individual religions in terms of their principal beliefs, literature, practices and moral codes
- identifying the key elements shared by religions, e.g. worship, moral values, and being clear as to the different ways in which these elements are expressed in different religions
- finding out about the historical relationships that exist between some religions
- exploring a variety of means of expressing and interpreting religious belief, e.g. drama, music, art, symbolism, architecture.

Extending their understanding of the influence of religions by:

- comparing the impact of religions on societies, values and cultures in different parts of the world
- expressing their ideas and innermost thoughts and feelings through the arts.

Enhancing their spiritual and moral development through:

- considering the value of silence and reflection in their own lives
- reflecting on the experiences of others which might be described as 'spiritual' in relation to their own experience
- considering questions of meaning, e.g. the existence of God and the problem of suffering, what characterises these questions and why they are difficult to answer
- evaluating religious responses to ultimate questions and ethical issues in relation to their own beliefs and values, taking account of other people's viewpoints, and showing sensitivity to the beliefs and views of others
- relating their knowledge of religions to other curricular areas and their general knowledge of the world
- developing a sense of responsibility in relation to the community, and relationships within the community
- beginning to recognise the limitations of human language and the value of other media to express ideas and feelings.

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Developing positive attitudes to other people and their right to hold different beliefs by:

- developing an understanding of how beliefs and values contribute to personal identity
- exploring religious and philosophical questions and developing critical awareness of the issues involved
- recognising the right of others to hold and practise different religious beliefs.

Key Stage 4

For pupils not undertaking an accredited course in Religious Education teaching at Key Stage 4 should draw upon Christianity and at least **one** other religion. Teachers should also refer to, and reinforce, previous learning and, where appropriate, should make reference to the teachings and practices of other religions, especially those that have adherents in the school.

Deepening their knowledge and understanding of Christianity and at least one other principal religion through:

- making comparisons between different religions, noting the similarities and differences between them in terms of their principal beliefs, practices and moral codes
- extending their knowledge of the different denominations and traditions within religions
- comparing interpretations of religious beliefs expressed through a variety of media, e.g. dance, drama, music, art, symbolism, architecture
- considering the variety of views on religious issues held by people of different faiths and within the same faith.

Deepening their understanding of the influence of religion by:

- discovering the extent to which individuals and societies vary in their adherence to their traditional faith
- comparing the impact of religions on attitudes to contemporary issues.

Enhancing their own spiritual and moral development through:

- considering the experiences which take people beyond the realm of everyday experience, and thinking about possible explanations given for these happenings
- reflecting on moral and religious issues arising from the study of religion, and their relationship to their own beliefs and values, studying and evaluating different points of view
- considering the value of silence, prayer, meditation and ritual for human life and for themselves
- relating their knowledge and understanding of religion to other areas of the curriculum and to their general knowledge
- showing sensitivity to the beliefs of others, and valuing the contribution of the different points of view to an overall debate
- beginning to formulate their own responses to life's issues, and recognising that

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life poses questions which remain puzzling.

Developing positive attitudes towards other people and their right to hold different beliefs by:

- developing confidence in their religious/philosophical standpoint and cultural identity, and extending their ability to defend their position
- developing a readiness to explore and engage with religious ideas and questions
- showing willingness to uphold and defend the rights of individuals and communities to practise their religions and hold their own beliefs; remaining open to the challenge and richness of diversity.

