

Religious Education and World Views

The Jersey Curriculum for Religious Education and World Views is inclusive of both religious and non-religious beliefs, faiths and traditions. The way in which pupils encounter, interpret, understand and engage with the world will form their religious and non-religious world views. The curriculum is supported by a non-statutory Jersey approved syllabus.

Purpose of Study

Religious Education and World Views in schools fosters critical thinking on life's meaning, morality, and diverse beliefs. It shapes pupils' values and identities, promoting spiritual, moral, social, and cultural development. RE provides a structured space for reflection, discussion, and skill development, encouraging respectful dialogue on people's responses, traditions, and diversity. Pupils learn to articulate their beliefs while respecting differing perspectives.

United Nations Convention on the Rights of the Child

When teaching Religious Education and World Views it is essential to ensure that the rights of children are respected and upheld. Educators should strive to create an inclusive and respectful learning environment that promotes the rights and well-being of all children, regardless of their religious or cultural background.

Aims

Religious education should help pupils to:

- acquire and develop knowledge and understanding of a range of world religions and non-religious world views, within local, national and global contexts
- develop an understanding of and explain the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- develop the ability to evaluate and reflect on religious and non-religious moral issues, referencing the teachings of the principal religions represented in Jersey and the rest of the world
- explore increasingly wider themes and concepts related to religion [for example poverty, sacrifice, redemption, prayer, practice, sin] through the use of texts, stories, artefacts, visits/visitors and the Arts.
- express with increasing discernment their personal views 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, social and cultural development.

Areas of Learning

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.

The curriculum for Religious Education and World Views aims to ensure that all pupils:

- 1. make sense of a range of religious and non-religious beliefs**
- 2. understand the impact and significance of religious and non-religious beliefs**
- 3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied**

Subject Content

The curriculum requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in Jersey and the UK, in line with the Education (Jersey) Law, 1999. These are Islam, Hindu Dharma, Sikhi, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be a focus for study.

From Key Stage 1 to the end of Key Stage 3 sufficient time should be allocated in the curriculum for an in-depth study of religion.

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.

Pupils not following an examination course at Key Stage 4 in religious education have statutory entitlement under the Education (Jersey) Law, 1999 to continue studying Religious Education and World Views.

Key Stage 1

Across Key Stage 1, pupils should be taught knowledge, skills and understanding through in-depth study of Christianity and one or two other world faiths. Pupils should have access to an example of both Eastern and Western religious traditions and will also encounter non-religious world views. In addition, pupils may encounter other religions depending on their school context.

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

- identifying the core beliefs and concepts studied and give a simple description of what they mean
- giving examples of how stories show what people believe (for example, the meaning behind a festival)
- creating clear, simple accounts of what stories and other texts mean to believers
- giving examples of how people use stories, texts and teachings to guide their beliefs

and actions

- giving examples of ways in which believers put their beliefs into action
- 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 are common to most religions – e.g. festivals, rites of passage, prayer, holy books
- talking about the meanings of stories and symbols
- meeting people who belong to the religious community studied
- thinking, talking and asking questions about whether the ideas they have been studying have something to say to them
- giving a good reason for the views they have and the connections they make
- developing positive attitudes towards other people and their right to hold different beliefs
- 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
- viewing diversity and difference positively.

The Programme of Study includes issues related to pupils' spiritual, moral, social and cultural development. This will be enhanced 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.

Key Stage 2

During Key Stage 2, pupils should be taught knowledge, skills and understanding through in-depth study of Christianity and other world faiths including those not yet studied in Key Stage 1. Pupils will also encounter non-religious world views and may also learn about other religions.

By the end of Key Stage 2, pupils should have experienced opportunities to build on their understanding from Key Stage 1 to acquire knowledge, skills and understanding through:

- Learning about core beliefs and concepts in religions, for example studying examples from authoritative sources
- Exploring how people use texts and sources of authority to understand these beliefs
- Comparing the meanings we find in these texts with how believers interpret them
- Understanding how these beliefs influence individual lives and our Jersey community
- Showing how and why people put their beliefs into action in different communities and cultures
- Evaluating and explaining the importance of beliefs and practices to different people

- Reflecting on the lessons we can learn from these beliefs and practices, respecting diverse perspectives
- Connecting these ideas to our own experiences and the world today, and providing reasons for our views
- Learning about the historical context of religions
- Exploring key elements like objects, people, places, and activities in different religions and discussing their purpose
- Recognising common features of religions, including prayer, worship, festivals, holy books and places of worship
- Understanding the significance of symbols, stories, and symbolic language for faith communities
- Discovering the key beliefs of the religions we study
- Examining the lives of people considering examples in their faith and how they live their beliefs and values
- Developing an understanding of the influence of religions by looking for evidence of religion in the world around them

The Programme of Study includes issues related to pupils' spiritual, moral, social and cultural development. This will be enhanced through:

- considering the value of certain religious practices e.g. quiet reflection, celebrating rites of passage, belonging to groups, sharing beliefs and values with a community
- 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 studying religion and worldviews 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.

Key Stage 3

By the end of Key Stage 3, pupils should extend and deepen their knowledge and understanding of a range of religions and beliefs, recognising local, national and the global context. Building on their prior learning they learn to appreciate religions and beliefs in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and that religion and worldviews have an impact on wider current affairs. They should be able to appraise the practises and beliefs they study with an increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well reasoned positions.

During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Sikhs and Buddhists.

Pupils will also encounter non-religious world views such as Humanism and may encounter other religions in thematic units where appropriate.

By the end of Key Stage 3, pupils should have experienced opportunities to build on their understanding from Key Stage 2 to acquire knowledge and understanding through:

- giving reasoned explanations of how and why the selected core beliefs and concepts are important within the religion studied
- taking account of context(s) explain how and why people use and make sense of texts/ sources of authority differently
- explaining the appropriateness of different interpretations of texts and sources of authority, sharing their own ideas, giving reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities
- showing how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today
- giving coherent accounts of the significance and implications of the beliefs and practises studied in the world today, evaluating how far the beliefs and practises studied help pupils themselves and others to make sense of the world
- responding to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses
- 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
- finding out about the historical relationships that exist between some religions

exploring a variety of means of expressing and interpreting religious belief, for example symbolism or the Arts 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

- developing positive attitudes to other people and their right to hold different belief
- 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 practice different religious beliefs.

Enhancing their spiritual, social, moral and cultural 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.

Key Stage 4

All students should extend and deepen their knowledge and understanding of the aims of Religious Education and World Views, explaining local, national and global contexts. Building on their prior learning, they should have opportunities to appreciate and appraise the nature of different worldviews (religious and non-religious) in systematic ways, for example through discrete lessons and by identifying cross-curricular connections with their broader Key Stage 4 curriculum offer.