



Polehampton C. of E. Schools Federation

R.E.

‘We all should know that diversity makes for a rich tapestry and we must understand that all the threads of the tapestry are equal in value no matter what their colour.’ Maya Angelou

EYFS Programme of Study

Understanding the World: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. *Please see the ‘Teaching and Learning Strand Progression Map’ which outlines Reception objectives from ‘Development Matters’ and the Early Learning Goals from the EYFS statutory framework that feed specifically into the national curriculum subject of Religious Education.*

Wokingham Agreed Syllabus 2018-2023: Purpose of Study

The purpose of RE is to promote religious literacy. Religious literacy requires pupils to gain knowledge and understanding of a range of religions and worldviews and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. In addition to learning about religions and worldviews, Religious Education offers students the chance to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being able to discern about the many attitudes and opinions they will encounter. The non-statutory 2013 National Curriculum Framework for RE states that pupils should:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

To achieve these aims, Religious Education provokes challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human. RE plays an important role in preparing pupils for life in the modern world, and should enable them to flourish as citizens in a pluralistic, global society.

Learner Characteristics

Curiosity

- **To foster a curiosity towards different religions and cultures around the world.**
- **To promote an attitude of open-mindedness, leading to questioning and reflection.**
- **To encourage independent thinking and originality in children’s responses.**

Community

- **To build skills in communicating respectfully with one another, demonstrating tolerance towards the beliefs of others.**
- **To allow all children to feel free to express opinions, question ideas and reflect on how these tie in with personal beliefs**
- **To ensure that children understand that all material is open to interpretation by an individual, and therefore there is no ‘right’ or ‘wrong’ answer when engaging in enquiry based lessons.**

Cultural Diversity

- To embrace both the commonality and difference within religions and personal beliefs.
- To understand that the 'essence of all religions is one. Only their approaches are different.' Gandhi
- To celebrate our Christian Distinctiveness, whilst valuing how all cultures add something special to the vibrant and interesting world in which we live.

Teaching and Learning Strands

Making sense of the texts and teachings:

Developing skills of reading and interpretation, understanding how different faiths interpret, handle and use texts and teachings, and making sense of the meaning of texts and teachings for people of faith.

Understanding the impact:

How then do people of faith live? Examining the ways in which people of faith live in response to the texts/ teachings, how they put their beliefs into action in diverse ways within their communities and the world.

Making connections:

Evaluating, reflecting on and connecting the texts/teachings and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world around them.