

# Religious Education

## Our learning values

Working Together	Curiosity	Making Connections	The Bigger Picture	Keeping Going
<p>I like to work together with other people in school as well as the local community. This allows me to share my ideas and helps me to learn.</p>	<p>I just love asking questions to find out about things. I like to investigate, create and explore to find the answers.</p>	<p>I enjoy making connections with my learning. I like to see how everything fits together. I love linking learning from different areas together, it helps me to understand what I am doing.</p>	<p>I see the bigger picture. I plan ahead so I am clear about what I need to learn. I look back at what I've done so I know what to do next. It is important to me that I do my very best.</p>	<p>I keep on going. It doesn't matter how hard I find something. When things get tough I use my perseverance to stick at a task and try my best. By doing this I discover that learning becomes easier than I thought.</p>
<p>Shute Primary school operates with mixed age classes and follows the Devon and Torbay RE syllabus (2019-2024) on a two year rolling programme to cover the full range of topics in RE.</p> <p>Units of learning are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities.</p> <p>There is a clear skills development pathway identified in RE which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2.</p>	<p><b>At Shute, we use key questions to help us fulfil the syllabus and its aim which are:</b></p> <ol style="list-style-type: none"> <li><b>1. Make sense of a range of religious and non-religious beliefs so that children can:</b> <ul style="list-style-type: none"> <li>Identify, describe, explain and analyse beliefs and concepts found in living religions, using appropriate vocabulary</li> <li>Explain how and why these beliefs are understood in different ways, by individuals and within communities</li> <li>Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation</li> </ul> </li> </ol>		<ol style="list-style-type: none"> <li><b>2. Understand the impact and significance of religious and non-religious beliefs, so that they can:</b> <ul style="list-style-type: none"> <li>Examine and explain how and why people express their beliefs in diverse ways</li> <li>Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world</li> <li>Appreciate and appraise the significance of different ways of life and ways of expressing meaning.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</b> <ul style="list-style-type: none"> <li>Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses</li> <li>Challenge the ideas studied and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response</li> <li>Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding</li> </ul> </li> </ol>
<p><b>At Shute every pupil has an entitlement to religious education. The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Through this understanding children will develop empathy, tolerance and consideration for all people and religions.</b></p>				
				

