



Religious Education at Silsden Primary School



RATIONALE	SUBJECT IN ACTION	OUR CURRICULUM MAP	
<p>Religious Education at Silsden Primary School makes a significant contribution to the wider curriculum by getting to the heart of the values that children hold dear and the lives that they choose to live. We teach about a range of religious and non-religious world views and offer pupils the time and space to reflect on their own thoughts and to ask questions. Lessons focus on inclusivity, mutual understanding, tolerance and respect, therefore creating the potential to make the world a better place.</p>		<p>Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.</p> <p>Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.</p>	
PROGRESS	SECURING KNOWLEDGE	CROSS-CURRICULAR LINKS	SUPPORT & RESOURCES
<ul style="list-style-type: none"> Units of work are sequenced so that prior knowledge and concepts can be built upon from previous year groups and units. There are 3 key aims of study: <ol style="list-style-type: none"> Investigate the beliefs and practices of religions and other world views Investigate how religions and other world views address questions of meaning, purpose and value Investigate how religions and other world views influence morality, identity and diversity. 	<ul style="list-style-type: none"> Learning Question and some relevant key facts / specific vocabulary displayed in each room. Corridor displays provide more general information about Religions of the World. 	<ul style="list-style-type: none"> There is a strong link with the English curriculum being taught in school. Speaking and Listening, Reading and Writing are key features of each lesson. Good practice is modelled by the teacher, using age related skills and expectations are that each child will produce a short piece of written work independently in most lessons. Art, History and Geography also share links with R.E. 	<ul style="list-style-type: none"> Everyone has access to the Religious Education Curriculum. We use the Agreed Syllabus for RE 2021 with a half termly Key Question forming the basis of a unit of work. Children learn about RE in the classroom, in assemblies and places of worship within the locality. Local ministers and church volunteers often visit school to share our learning.