



# Introduction to Religious Education at Downview



## **Purpose of study**

Religious Education is an intrinsic and fulfilling part of education in at Downview as it provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE at Downview, pupils learn about, and from, religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching therefore is planned and structured to equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It develops in pupils an ability to converse knowledgeably so that they can participate positively in our society with its diverse religions and worldviews. Pupils will learn and put into action, the skills needed to understand, interpret and evaluate texts, sources of wisdom and other evidence.

Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences. All the while showing one of the key ideas and lessons that is taught in RE at Downview, which is the respect of others' rights, beliefs and opinions.

## **Aims**

The curriculum for RE at Downview can be divided, although not exclusively, into three main focuses:

### **A. Know about and understand a range of religions and worldviews, so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.

### **B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing clarity and depth their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and evaluate varied dimensions of religion or a worldview.

### **C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

### **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.