**Religious Education**

**Intent**
At St John’s Green Primary School, we want our children to be able to play a full and active role in our school community, our town community and beyond. We want them to appreciate the diversity of our global community and understand that, although we may believe in different religions, or indeed none at all, there is far more that makes us alike, than makes us different. Through the study of Religious Education and Worldviews, we want all of our pupils to learn from, and about, varied world and religious views that they may encounter in life so that they will be able to hold balanced and informed conversations with people who have different views than their own. We aim to foster in them a level of ‘religious literacy’, that they may understand and respect views that differ from their own and find them interesting. Through our curriculum, which is guided by Essex SACRE, they will be supported in asking and exploring answers to challenging questions, which will help them to develop a respect for religious beliefs and practices, as well as helping them to reflect on their own spirituality and what they believe.

**Implementation**

Religious Education is explicitly taught across all year groups. It is taught in line with the guidance received from Essex SACRE and is based on a curriculum that fosters ‘religious literacy’ through the asking of questions based in one of three disciplines:

* Theology (thinking through believing)
* Philosophy (thinking through thinking)
* Human/Social Sciences (thinking through living)

The curriculum through each year selects a balance of questions from each ‘lens/discipline’ so that children learn about (and from) different religions whilst also developing skills relating to that discipline. For theology we will ask, what do followers of that religion believe and where do those beliefs come from? For philosophy there will be questions of morality and ethics, as well as questions that may not have easy answers. And finally, for human/social sciences, questions will ask about the lived reality of following a religion – what does that look like?

Teachers will follow the question map set by the school, as guided by SACRE, to ensure children receive balanced and broad coverage of religions and disciplinary foci. Christianity, as set out in the Education Act, 1996, will be the main religion, covered in each year group, with other major world religions reflected in both the UK population and in the community of Colchester being taught alongside.

**Impact**

By the time our children leave our school they will:

* Have developed their knowledge of, and ability to respond to, the six main world religions, and Humanism as a non-religious world view
* Show respect and sensitivity to others, particularly where their beliefs differ from their own
* understand how faith and beliefs influence individuals, communities and cultures
* Show understanding and respect for different religions, beliefs, values and traditions, through exploring differences within and between faiths
* Develop a good level of ‘religious literacy’: an ability to discuss and compare the religions they have learned about with respect and understanding
* Have deepened their spiritual, moral, social and cultural understanding, making further links with PSHE learning, British values and through the school’s role as a UNICEF Rights Respecting School
* Reflect on answers to challenging questions on the meaning and purpose of life
* Have developed their own sense of identity and belonging, supporting them in becoming active citizens within a diverse global community