

## Religious Education

### Intent & Implementation

At Wingrave Church of England School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other four principal religions represented in the UK and the wider world; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

As a Voluntary Controlled, Church of England School, Religious Education is taught using the Buckinghamshire Agreed Syllabus (June 2022, under review). We aim to reflect the overall vision and Christian philosophy of the school, recognising that Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social, and cultural development of our children in the immediate and wider community.

Our Spirituality statement was specifically designed to reflect our Church character and integrate with our RE Curriculum, remaining inclusive, invitational and inspiring in every learning, reflective or worship-based opportunity.

Our RE curriculum is rooted in the Jigsaw RE scheme of work as it both aligns with our own school philosophy and vision, and the Buckinghamshire Agreed Syllabus. Whilst we are unable to publish details of the scheme in depth for copyright reasons, copies can be viewed on request and an introduction document can be viewed on our website.

Jigsaw RE is an enquiry-based scheme of work, covering the principal world faiths and humanism in a progressive way from EYFS to Year 6. In the early years, the learning is closely matched to Development Matters to contribute meaningfully to your child's holistic development. Throughout all the enquiries, the children's spiritual, moral, social and cultural education is carefully considered.

Each enquiry lasts for half a term and begins with a "big" question such as *"What is the best way for a Christian/Jew/Muslim etc. to show commitment to God?"* The children then start discussing the theme of the enquiry (in this case, commitment) from their own experience. *What have they shown commitment to? Brownies? Cubs? Their sporting team? Playing an instrument?*

Only when the children fully understand the concept they are considering, do they then move on to investigating what the people following the studied religion or worldview believe about it. They will spend approximately 3 lessons on this, learning in a variety of ways, so they can adapt their responses and come to a measured conclusion. In week 5 they will complete an activity which can assess their learning, by answering their "big" question. The assessment activities are child friendly and can be answered in a variety of ways, as long as the child can justify their view with the knowledge they have gained throughout the enquiry. This demonstrates the level of critical thinking that the children can apply – a valuable skill for them throughout the school curriculum.

The final week in every enquiry gives the children time to reflect on what they have learnt about the concept and apply to it their own lives, thus allowing them to form their own beliefs and identity. For example, learning that *Sikhs share their food with all who attend has taught me...about sharing that I would like to take forward with me*. These lessons are often very creative and children have opportunities to make items to express themselves in ways other than just writing.

Jigsaw RE gives schools a choice of which religions to teach in different year groups. At Wingrave, we have chosen the following options as we feel this best suits the needs of our children:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	People, Cultures and Community: • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					
Year 1	Christianity	Christianity	Judaism	Christianity	Judaism	Judaism
Year 2	Christianity	Christianity	Islam	Christianity	Islam	Islam
Year 3	Sanatana Dhama	Christianity	Christianity	Christianity	Sanatana Dhama	Hinduism
Year 4	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity
Year 5	Sanatana Dhama	Christianity	Sanatana Dhama	Christianity	Sanatana Dhama	Christianity
Year 6	Islam	Christianity	Christianity	Christianity	Islam	Islam

### Impact

Pupils at Wingrave CE School therefore develop:

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

“The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter.”

**Matthew 13:31-32**



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