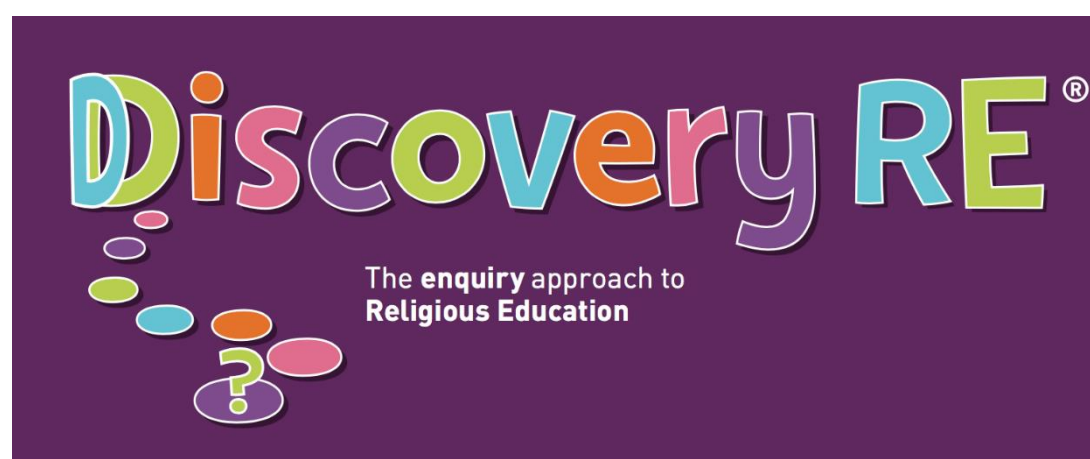


## Religious Education at Fairfields School



At Fairfields School we Follow the Hertfordshire Agreed Syllabus of Education. RE is a statutory entitlement for all pupils including Reception year. It is locally determined rather than nationally stipulated within the National Curriculum. Hertfordshire Agreed Syllabus for Religious Education is agreed after consultation with schools and faith leaders by SACRE :- Hertfordshire Standing Advisory Council on Religious Education.

To ensure all pupils have challenge and depth of learning we compliment Hertfordshire Syllabus with Discovery RE. This ensures that all pupils become informed and independent learners.



Aims:-

The curriculum for Hertfordshire Agreed Syllabus for Religious Education aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

### **Sources of wisdom and their impact**

All pupils should:-

- . Know , understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning;
- . express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities;
- . recognise and explore the diversity which exists within and between religious traditions.

### **Personal and critical responses**

All pupils should:

- .express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues;
- . engage with questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility ;
- . develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion.

### **The eight key areas of learning:**

- . Beliefs and practices
- . Sources of wisdom
- . Symbols and actions
- . Prayer, worship and reflection
- . Identity and belonging
- . Ultimate questions
- . Human responsibilities and values
- . Justice and fairness

Our aim to ensure that each pupil in the school becomes religiously and theologically literate.

To that end by *the end of KS1 the religiously and theologically literate pupil should:*

- Notice and respond sensitively to some similarities between different religions.
- Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.
- Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief.
- Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.

By the end of lower KS2 the religiously and theologically literate pupil should:

- Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary.
- Examine the different views and shared ideas about religious experience in religions and worldviews.
- Understand the impact of faith on believers within local, national and global contexts.
- Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging.
- Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions.
- Consider and discuss important issues and moral choices.