



Religious Education at Blaby Stokes



Blaby Stokes is a Controlled Church of England Primary School, which means it is affiliated to the Church of England, but controlled by the local authority. Therefore we deliver Religious Education in line with the Locally Agreed Syllabus alongside resources from Leicester City Agreed Syllabus, 'Harmony and Diversity' and Diocesan guidance. Christian worship and Religious Education are an integral part of the school's life. The children experience worship during our morning assemblies and services to celebrate the main Christian festivals. The teaching of Christianity within our religious education lessons helps to create a Christian ethos which pervades the character and curriculum of the School.

To achieve a balanced curriculum, however, we must recognise that, living near to one of the most culturally diverse cities in the country, we also have a responsibility to help children in our care to be aware of the importance of other world faiths. This helps them develop an understanding and sensitivity towards those of other faiths and cultures.

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Blaby Stokes, we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of the divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religion as well as about religions.



Throughout Key Stage 1, the children will:

A. Know about and understand a range of religions and worldviews.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Throughout Key Stage 2, the children will:

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.