



Intention– What do we want the children to know?

The aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour; and to develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development (SMSC).

RE is taught so that it reflects the overall aims, values, and philosophy of the school. At Belsay RE plays an important role, particularly alongside PSHE, in promoting the spiritual, moral, social and cultural development of our children.

Implementation– What will this look like in school?

Taking into account the requirements and guidelines of the Agreed Syllabus, the following religions and beliefs have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Humanism

As Christianity is believed to be the predominant religion in the school's pupil population and in the community it serves, Christianity is the faith that is taught most.

We make no presumptions about the religious backgrounds, beliefs and values of children and staff. We value the religious background of all members of the school community (and those that have no religion or belief) and hope that this will encourage everyone to share their own experiences with others freely. All religions, and their communities, are treated with respect and sensitivity; we value the links, which are, and can be made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. Our teachings of RE stresses open, enquiry and first-hand experiences, wherever possible, for both staff and children.

Impact– How will we know we have made a difference?

Our children enjoy learning about religions and why people choose, or choose not to follow, a religion. Through their RE learning, children are able to make links between their own lives and those of others in the community and the wider world. RE acts as a hub, therefore, between social aspects of learning, science and geography. Through RE our children develop an understanding of other people's cultures and ways of life, which they are then able to communicate to others.

RE offers our children the means by which to understand how other people live and why they choose to live in that way. As such, RE is invaluable in an ever-changing and shrinking world.