

# Religious Education and worldviews at Ladbrooke



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>INTENT</b></p>	<p><b>Aims:</b> To know about and understand a range of religions and worldviews by thinking about beliefs and practices, recognising the diversity which exists and appreciating different aspects of religion or worldviews and how they influence people so that they can:</p> <ul style="list-style-type: none"> <li>• identify, investigate and respond to questions about religions and worldviews</li> <li>• appreciate different ways of life and ways of expressing meaning</li> <li>• ask about identity, diversity, meaning and value, belonging, and purpose and truth including ethical issues</li> <li>• enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</li> <li>• explain what may be important in their own and other people's lives</li> </ul>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>IMPLEMENTATION</b></p>	<p>We follow the programmes of study set out in the Hertfordshire Agreed Syllabus of Religious Education. R.E. is taught weekly by class teachers. As the school has adopted a topic approach, where possible teaching of religious education and worldviews is linked to the overall topic the children are studying.</p> <p>R.E. offers distinctive opportunities to promote children's spiritual, moral, social and cultural development.</p> <p>R.E. offers a structured and safe space with time for reflection, discussion, dialogue and debate.</p>	<p>There are 8 different topics taught over 2 years. These topics are</p> <ul style="list-style-type: none"> <li>• Beliefs and practices</li> <li>• Sources of wisdom</li> <li>• Symbols and actions</li> <li>• Prayer, worship and reflection</li> <li>• Identity and belonging</li> <li>• Ultimate questions</li> <li>• Human responsibility and values</li> <li>• Justice and fairness</li> </ul> <p>Each topic is revisited in greater depth as children progress through foundation stage, key stage 1, lower key stage 2 and upper key stage 2. This will support a growing sense of children's awareness of self, their own community and their place within it.</p> <p>Wherever possible the topics will be taught with cross curricular links.</p>	<p><i>Skills taught</i></p> <ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Discussion</li> <li>Research</li> <li>Interviewing faith visitors</li> <li>Visits to religious places</li> <li>Explain findings</li> <li>Making comparisons</li> <li>Making links</li> <li>Looking at artefacts</li> <li>Writing opportunities</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>IMPACT</b></p>	<p><b>CLASS TEACHERS</b> Mark lessons and assess progress of children and identifies next steps for lesson</p>	<p><b>CLASS TEACHERS</b> Evaluate topic and take in views of pupils to amend and improve next time</p>	<p><b>SUBJECT LEADERS</b> Monitor pupil work, through book looks and pupil voice</p>	<p><b>SLT</b> Meet with subject leaders, carry out book looks, use information to inform SIP</p>