

## Religious Education

Religions studied at Hayfield lane as part of our enquiry based learning are:

Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism and Humanism.

We follow the scheme '*Believing and Belonging*', Doncaster's RE agreed syllabus, ensuring the local SACRE is met.

We teach our religious education into the 6 pathways:

Pathway 1 - Nature of Religion and Belief; Pathway 2- Expressing Belief; Pathway 3- A Good Life; Pathway 4 - Personal Journey; Pathway 5 - Influence and Authority; Pathway 6 - The Big Picture

### **Substantive knowledge**

What does it mean to lead a religious or non-religious life! Look at specific religious and non-religious worldviews. And explore 'different beliefs' and 'key words'. Development of key enquiry questions - Around 'Big Ideas' or themes around religions.

We break this up into 'Learning about religion'.

### **Disciplinary knowledge - development of religious and non-religious philosophical and theological thinking.**

Disciplinary knowledge allows pupils to make sense of where the substantive knowledge came from and allows pupils 'to do stuff' with the subject matter. This is important because it enables pupils to know different 'ways of knowing' the subject material.

Different ways of doing this are:

- Through interviewing religious and non-religious people
- Through stories and narratives from holy books
- Through considering simple reasons for holding a religious view, e.g. why a person may or may not believe in God.
- Through observing religious practices

When pupils learn about religion, they bring a set of assumptions and perspectives. We will consider how pupils' assumptions are shaped, honed and refined through RE. We call this children's:

- Perspectives
- viewpoints
- personal worldview or lenses

Without disciplinary knowledge in the RE curriculum, pupils will likely have misconceptions and an over-simplified view of religion.

Our RE curriculum is consistent with Section 375(3) of the Education Act 1996, and as such, our curriculum includes:

- adequate emphasis on Christianity
- adequate emphasis on religions represented in Great Britain
- development of the school RE curriculum within the prescription of the Locally Agreed Syllabus.

