

RE at DULWICH WOOD

Curriculum

At Dulwich Wood children come from a rich diversity of ethnic, cultural, religious and linguistic backgrounds. Through the study of religious education, their understanding of the multicultural and multifaith society that we live in today is promoted. Sensitivity to the differences of faith, culture and practice within our school leads to an atmosphere of tolerance to others and goodwill. All children take part in religious education as part of our inclusive ethos towards respecting and understanding each other's beliefs and the school's commitment to British values.

We follow the Southwark Agreed Syllabus for Religious Education 2018 for the teaching of RE education. As part of the curriculum, RE also contributes towards the spiritual, moral, cultural, mental and physical development.

In Key Stage 1 and 2 there is a coherent approach to religions, including influences on daily life, studied with questions as the central focus for every lesson taught throughout the school. We use personal accounts of our children's faiths, visits from local religious leaders and visits to religious buildings to aid the children's learning in religious education. The two attainment targets are AT1 Learning about Religion and AT2 Learning from Religion.

Intent

At Dulwich Wood we additionally believe that children should be encouraged to develop an understanding of the importance of creating a community that works in harmony. We work with the children to develop a sense of community that engages both attitudes and understanding of:

- Forgiveness
- Fairness
- Love/friendship
- Empathy/compassion
- Respect/tolerance
- Awe and wonder
- Right and wrong

To create this community, children need to:

- Develop a willingness to ask questions and explore.
- Respect and value the views and opinions of other children's faiths.
- Respect the right of others to hold their own religious views without ridicule or embarrassment.
- Recognise that everybody is unique and has something to offer to R.E.
- Appreciate the impact that beliefs, values and traditions have on lifestyle.
- Have time to reflect and appreciate all of the above.



Empathy

Implementation

Teachers can use a variety of multi-medias and workbook templates for children to be able to record their learning. All work is kept inside the brown RE folders. Big questions are used to engage children in the overall learning of each unit. Children's responses are collected at the beginning and at the end. In order to promote the learning of RE, teachers use a variety of learning experiences. These may include:

- Handling artefacts.
- Sharing personal experiences.
- Visiting local places of worship.
- Listening and responding to music.
- Making and tasting food e.g. from religious festivals.
- Looking at, and wearing clothes worn for a variety of religious occasions or within a variety of cultures.
- Role play.
- Meeting members of different faiths in school.
- Enjoying time to reflect and evaluate.

Dulwich Wood Primary has a wide and varied range of resources and artefacts to support teaching and learning in all year groups. They are labelled according to religions, and are stored in a central area. Each class contains a small display about the current R.E. topic and includes vocabulary, pieces of work and any relevant questions.

Visiting places of worship is vitally important in RE learning; we are fortunate to have access to the South London Liberal Synagogue, the Hindu Temple Shree Ghanapathy Temple, Wimbledon and our local church St Stephen's Church as well as many more.

Impact

As part of our assessment, we will be using the assessment objectives that accompany the New Southwark Religious Education syllabus as the basis of assessment.

By the time that children leave Dulwich Wood Primary School, we aim for them to be able to:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
- develop respect for others, including people of different faiths and beliefs, and helps challenge prejudice;

