

## RE Curriculum

### RE vision statement

There is limited religious diversity in our immediate locality so we believe that it is vitally important that our RE curriculum covers a range of religions and beliefs. This will enable our pupils to learn from and about religion so that children understand the world around them. It will also encourage them to understand the need to respect others no matter their religion. We also aim for our RE curriculum to enhance social, moral, spiritual and cultural education and strengthen the children's understanding of British Values. This will support our pupils in being prepared for life in modern Britain.

We want our pupils to become resilient, mindful and inquisitive learners and to develop the ability to make reasoned and informed judgements about religious and moral issues. By deepening knowledge and understanding, by having informed discussions and by developing and using critical thinking skills we will build children's religious literacy.

Providing opportunities for reflection supports pupils in developing a sense of their own identity and self-awareness and how their individual beliefs can or cannot mirror those of others.

We believe that it is important for our pupils to gain the knowledge and skills that will enable them to answer challenging questions, explore different religious beliefs, values and traditions and appreciate the way that religious beliefs shape life and behaviour. By understanding the beliefs and practices of others, they may make connections to their own beliefs and values and how these beliefs and values influence their own behaviours.

### Intent

Planning and teaching incorporates the 3 elements of the RE curriculum: knowledge and understanding, critical thinking and personal reflection. Throughout each unit there is also the opportunity to develop various skills and attitudes. They are as follows –

- Skills: investigation and enquiry, interpretation, application, expression, analysis, evaluation, reflection and response and empathy
- Attitudes: self-awareness, respect, open-mindedness, appreciation and wonder

Each unit covers one or more key concepts of RE. Those four concepts are: belief, authority, expression of belief and impact of belief.

In nursery and reception class, children will learn about: special times, special objects, special music, special books, special people, special places and belonging. They will cover these aspects through a wide variety of religions which include: Christianity, Hinduism, Buddhism, Islam, Judaism and Sikhism.

In KS1 children will study Christianity, Buddhism and religious diversity.

In KS2 children will study Christianity, Hinduism, Judaism and religious diversity which includes a special study of a local Muslim community. They will also be some thematic units during which a common theme will be explored across several different religions.

All classes will learn about Christmas and Easter but the focus will be on a different element of those celebrations each time.

Please refer to the Programme of Study for the key objectives for each religion within Key Stage 1 and Key Stage 2.

#### Class 1 (nursery and reception)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

#### Implementation

We follow the Durham Agreed Syllabus 2020 for our RE curriculum across school.

Our planning follows a 2 year cycle due to us having mixed age classes. Units are organised so that skills and knowledge develop year on year. Some units have been moved to ensure that children learn new knowledge in an appropriate order regardless of which cycle the curriculum is on when the child enters the class.

Where possible, we aim to incorporate as many first hand experiences as is appropriate to the intended learning. We aim to visit a range of places of worship throughout a child's time in school and we also aim to invite visitors from local religious communities where possible.

Lessons will take many forms and will incorporate many different elements. There will be opportunities for discussion, imaginative play or drama and the opportunity to respond to images, stories, art, music and dance.

Where appropriate to the intended learning, children will handle religious artefacts and will examine sacred texts.

Each child has a personal reflection log in which they can record their thoughts, opinions and feelings following a period of personal reflection which is allocated within each lesson. These logs are not to be marked and are to be considered as private.

#### Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment. We ensure there are always opportunities for application of learning within and across subject disciplines. The impact on our children is clear: progress, sustained learning and transferrable skills.

Children show increasing skill in investigation and enquiry, interpretation, application, expression, analysis, evaluation, reflection and response and empathy as they progress through the school. It will also be evident that they are deepening their knowledge of the religions studied as they progress through the school.

Impact is also measured through assessment for learning opportunities and through summative assessments. Teachers use assessment grids that reflect the benchmark expectations from the agreed syllabus.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.