



## Curriculum Intent

At Crooksbar we follow the Stockton Agreed Syllabus for RE. This syllabus was chosen as the basis of our curriculum, after extensive research and in the light of the OFSTED RE research review of 2021. It is progressive and reflects a full range of religions and diversity within them, as well as non-religious views. It also draws parallels between religions, being it shared beliefs of practices, or different approaches to the same life events. Our RE curriculum reflects our curriculum intent *'The children should also be aware of the rich diversity of experiences that are available to them-both locally and further afield. In addition to this, our children also need a curriculum which teaches them about other cultures and other faiths and other ways of living.'*

Above all else, we aim to provide opportunities for pupils to explore what people believe and what difference this makes to how they live, so pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Our RE curriculum aims to make a significant contribution to pupil's spiritual, moral, social and cultural development, as well as offering important opportunities for exploring British values.

### Purpose of RE:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ

\*These purpose statements are taken from *A Curriculum Framework for Religious Education in England (REC 2013)*

### Principal Aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. [*Stockton Agreed Syllabus, P.7*]

Pupils follow a two-year cycle to accommodate our mixed classes and units in the Stockton Agreed Syllabus have been, arranged to reflect this and to ensure progression.

The syllabus has three core concepts which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. Teaching and learning at Crooksbar encompasses all three concepts allowing for overlap between concepts as suits the religion, concept and question being explored.

## Key Concepts:

### Making sense of beliefs

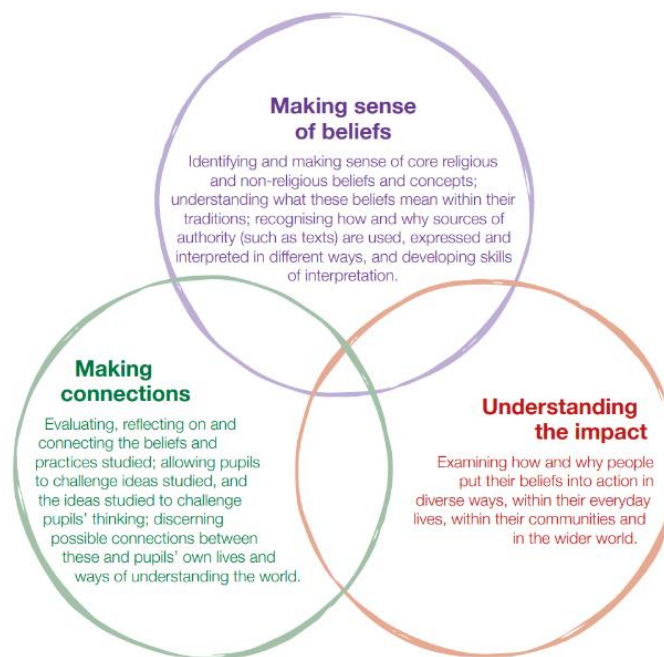
- Identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary
- Explain how and why these beliefs are understood in different ways by individuals and within communities
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leader) are used, expressed and interpreted in different ways, developing skills of interpretation.

### Understanding impact

- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning

### Making connections

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



## Implementation

We begin the teaching of religious education in Foundation Stage as the children begin to encounter religions and other world views through learning about special people, books, times, places and objects.

As the children move into Key Stage 1 they will build on their earlier work using the Scheme of Work as the guidelines for teaching and learning. Teaching and learning will focus around **Christianity, Judaism and Islam**, alongside **Thematic** units, developing understanding of non-religious approaches to life. Aspects of other faiths will be included as appropriate, such as teaching about specific faiths or rituals.

At Key Stage 2 teaching and learning will be extended to the study of **Hinduism** as well as **Thematic**, developing understanding of non-religious approaches to life.

On appropriate occasions, teachers will use first-hand experience, visits, visitors, artefacts, and the local and wider environment to engage children's interest and imagination. Through their understanding of the different faiths and beliefs children will be encouraged to develop their feelings and empathy and understanding for others. Through their understanding of world religions, children will develop an understanding of the British society in which they live. Children will learn about rights and responsibilities, moral, spiritual and social issues.

## Impact

The teaching and learning of Religious Education will promote excellence and enjoyment. Religious Education will enable children to articulate their own views about religion and world views, developing understanding and cultivating mutual respect, empathy and tolerance. Religious Education will help equip the children for life in an inclusive society.

## The Legal Position of Religious Education

The 1988 Education Reform Act provides a legal framework for the provision of Religious Education and states that Religious Education must be taught to all pupils aged 5-18.

Parents can withdraw their children from Religious Education if they wish, although this should only be done once the parents have given written notice to the head teacher. Parents do not have the right to request that work in another subject be done in place of Religious Education and they have a responsibility to provide alternative Religious Education for their child. It is parents' responsibility to indicate what alternative Religious Education they wish their children to receive. It may be provided by the parents themselves, a faith community or another school, depending upon circumstances. There is no right of withdrawal from national curriculum subjects such as Science or History if the topics studied have a bearing on religion.

Our school RE curriculum is based on the Stockton Locally Agreed Syllabus. The RE syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions. This does not include Collective Worship time as this is separate requirement.

Legally, the Agreed Syllabus must be non-denominational and must not be designed to convert pupils or to urge particular religion or religious belief on pupils. We at Crooksbar Primary treat all belief systems with respect and encourage children to do the same.

## Teaching and Learning Style

At Crooksbar Primary School, we base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Lessons will follow a clear structure to reduce cognitive overload and ensure consistency between lessons.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals to develop their religious thinking. We aim to invite people of different faiths or parents into school to talk to the children about their religious beliefs and traditions.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups.

## Curriculum Planning in Religious Education

We plan our religious education curriculum in accordance with Stockton's Locally Agreed Syllabus. We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. There is a Long Term plan which sets out the units and the order that they are taught in a two-year rolling programme. Medium Term planning for each unit is then completed which sets out how individual lessons will be taught.

### Teaching Religious Education to children with SEN

Any children who are identified as having special needs are given the help they require. They are offered appropriate and differentiated tasks and additional support. Gifted and Talented pupils are given extended and challenging activities.

### Equal Opportunities

Religious Education is open to all children at Crooksbarrow Primary School regardless of religion, race, culture, gender and ability. Through the teaching of Religious Education children learn to:

- become aware that Britain is multi-religious and multi-cultural
- challenge inequalities and discrimination based on race, religion, culture, gender, ability or socio-economic groups
- respect themselves and be sensitive to the needs of others

### Assessment and Recording

Work produced by the children is assessed by making informal judgements as we observe them during RE lessons. At the end of each unit children complete a quiz which is used to inform assessments. The marking of work, once it has been completed, is marked according to the school's marking policy and commented on as necessary.

### Monitoring and Review

The RE subject lead works with the whole staff to develop a cohesive Religious Education experience throughout the school. The co-ordinator will also:

- Support colleagues in their development and understanding of the RE Syllabus and in assessment and record keeping.
- Take responsibility for the organisation of resources for RE.
- Keep up to date with developments in RE.
- Monitor delivery throughout the school.