

Curriculum Statement for Religious Education



Belonging, Being, Becoming

The principle aims of religious education, from the Telford and Wrekin SACRE agreed syllabus are:

- To stimulate interest and enjoyment in the education of religious education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community, and the environment.
- To enable pupils to consider their own responses to questions about the meaning and purpose of life.

The core of our religious education curriculum is the locally agreed syllabus: Standing Advisory Council for Religious Education (SACRE).

RE is taught in accordance with the approved Telford & Wrekin Syllabus for Religious Education (RE). Telford & Wrekin's Agreed Syllabus recognises that religion, worldviews and ways of living are dynamic and real in the lives of

individuals and communities across the local community, the nation and the world.

The following religions have been selected for study:

- Christianity/Understanding Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism

Our children are encouraged to enjoy asking and answering questions about the world around them, as well as making full use of relevant resources to support their learning.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

All children have access to a high-quality, ambitious RE curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

In each year group, there is a **yearly curriculum map** which defines the key areas of religious education which will be taught throughout the year. This ensures that enough time is given, and that coverage is allocated to each key area. To ensure high standards of teaching and learning in RE, detailed unit plans support teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts.

Detailed medium-term planning from SACRE supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document, key objectives and vocabulary are outlined giving the children time to master new substantive concepts. Progression documents used to support the medium-term plan, to ensure that

staff are delivering a consistent and challenging curriculum that builds on prior learning.

At Sir Alexander Fleming, we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Inclusion – All pupils participate in physical education. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Religious education helps to develop a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith, or cultural background of any pupil. We ensure learning is sensitive to the needs of different ethnic groups. All pupils are listened to and views are respected. During most religious education lessons children are posed a question to

encourage wider thinking and explore their own and others' viewpoints. Most lessons are discussion based and provide pupils with the opportunity for self-reflection. Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so they can apply them fluently.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In religious education, children are given opportunities to share their values, opinions and beliefs with others. This teaches children that we all have a right to be heard and listened to and develops their sense of self-worth. It encourages pupils to develop their sense of identity, belonging, respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In RE, oracy is developed through peer discussion. Children are taught key vocabulary and terminology and are expected to use this fluently when sharing their ideas with others.

Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, to offer experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In RE enrichment includes whole school learning days throughout the year in which children find out about religious celebrations or festivals from different cultures. Educational visits to a variety of places of worship are planned throughout the year. This includes a whole school carol service at Christmas and workshops at Easter for KS1 at our local church. School assemblies take place weekly which focus on our school values, singing, British Values and religious festivals or remembrance days. Music is played upon entry to and from the hall for the pupils to reflect upon.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. We build physical activity into religious education through role play. Role play is used to teach children about religious stories from a different religions in EYFS, KS1 and KS2.

Within the EYFS curriculum includes rich opportunities for children to understand similarities and differences between different religious and cultural communities. This is taught mainly through religious stories, celebrations and festivals. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their understanding of religious education both inside and outside and role play is used to explore stories such as Rama & Sita, The Nativity, The story of Nian and The story of Ramadan.

In Key Stage One, children will learn about Jewish and Christian beliefs about the beginnings of life and the Earth's 'Creation'. They will have the chance to express thanks and be creative themselves. Children will learn about stories from religions and think for themselves about what the stories mean and why they matter very much to Christians and Muslims. Children will discover the uses and designs of holy buildings. They will build their knowledge of worship and learn what makes a sacred building. Children will develop an understanding of symbols and learn that symbols can mean different things to different people. They will begin to explore sacred texts from different religions.

In Key Stage Two, children begin to find out about festivities in Hindu life, making links to their own experience of religious or family celebrations. There are opportunities for pupils to look below the surface of religious practice to think about religious beliefs and ideas as well. Children learn about who they care for and how they show this and learn about examples of caring shown in different religions. They will be able to think for themselves about questions to do with how they show they care for others. Children explore key aspects of life and death for Christians, Muslims and Hindus. They think about their own lives as a journey, develop understanding of the 'milestones' in life's journey. Children will continue to build upon their understanding of sacred places as they explore features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. Children explore key aspects of Jesus' life and teachings. Children learn about the practice of prayer in Jewish and Muslim traditions. Pupils explore the feelings -

of peace, challenge or the presence of the divine - that Muslims and Jews may find in prayer, making links to their own feelings. Pupils will begin to learn about the views of Humanists and also learn about Islamic Relief and Christian Aid. Children will gain knowledge and understanding about Christian and Buddhist teaching on behaviour and action. Pupils encounter some ideas and practices from the six principal religions in the UK. Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions and beliefs about the values of respect for all.

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will recap previous learning and then share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

As a school, we subscribe to the Shropshire Library Service (SLS) which offers a range of quality texts linked to the RE area of learning. Pupils read for meaning throughout lessons when carrying out research to retrieve information from religious sources.

The impact of our RE curriculum is that:

- Pupils make good, informed choices and have a sense of right & wrong
- They question using their substantive knowledge when making comments about the different content in the RE curriculum
- Pupils are respectful, tolerant and polite
- Pupils apply their religious understanding to their personal lives
- They are aware of the ever-changing climate and culture
- Pupils build accurate knowledge about the complexity and diversity of global religion and non-religion