

Religious Education Curriculum



Whole School Overview - Intent:

At Kinraig Primary School we intend to support pupils' personal search for meaning by engaging enquiry into the question "What is it to be human?" Through an enquiry based RE curriculum we intend to give the children the skills they need to rationally and intelligently explore the fundamental questions of life raised by human experiences. Religious Education (RE) is a valued subject that welcomes the difficult questions about: life, beliefs, God, right and wrong and what it means to be human. It develops the children's knowledge and understanding of faiths represented in our local community and the wider world. RE allows children to learn about and challenge their own and each other's beliefs and values in an unbiased and safe environment.

It is our intention that RE at Kinraig Primary School will foster mutual understanding between students of differing religious and cultural backgrounds. Pupils will be encouraged to:

- Develop a reflective approach to life in an atmosphere of openness, exploration and enquiry.
- Respect the differences and help in the promotion of a harmonious society.
- Develop the positive attitudes of curiosity, wonder and appreciation, commitment, fairness and self-awareness to the beliefs and values of others.
- Extend their thinking and analytical skills and their creative, imaginative and emotional development.

Children in the EYFS will work towards achieving their Early Learning Goal,

- Know some similarities and differences between different religious and cultural communities in this country, drawing upon their experiences and what has been read in class (UTW)

Through the Lancashire Agreed Syllabus we will seek to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world. So that the children at Kinraig Primary School and Nursery will:

- Know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and importance of religions and world views.
- Gain and deploy the skills needed to engage seriously with religions and world views.

Year Group Overviews (Implementation):

RE is taught in units, either in a weekly session or in a topic block. There are 6 units per year group and coverage is planned to link with themes, key dates and religious festivals. By creating the curriculum in this way, we have been able to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in topic books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs. As children progress through the programme of study, they are able to look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts focusing on Believing, Living and Thinking. This ensures that the investigation, exploration and reflection of their own and others' responses can continuously increase in depth, breadth and complexity. Children visit places of worship each year and the curriculum is enhanced with visitors and resources key to other faiths and beliefs.

Within each age range we will focus on the skills outlined below, to ensure a consistent and embedded approach, that shows a clear progression of skills.

Toddlers/Rising 3s: Children will make connections between the features of their family and other families and to notice the differences between people, including the differences in religion.

Pre-School: Children will develop positive attitudes towards the differences between people, different cultures and different beliefs and look at how these are celebrated across the world.

Reception: Children will investigate the question 'Where do we belong?' through Christianity and at least one other religion. Children will recognise that people have different beliefs and celebrate special times in different ways; and to understand that some places are special to members of their community.

Year 1: Children will investigate the question 'What do people say about God?' through Christianity and at least two other principle religions and other religions and beliefs represented in the school community.

Year 2: Children will investigate the question 'How do we respond to the things that really matter?' through Christianity and at least two other principle religions and other religions and beliefs represented in the school community.

Year 3: Children will investigate the question 'Who should we follow?' through Christianity and at least two other principle religions, and other religions and beliefs represented in the local area, recognising the impact of religion and belief locally, nationally and globally.

Year 4: Children will investigate the question 'How should we live our lives?' through Christianity and at least two other principle religions, and other religions and beliefs represented in the local area, recognising the impact of religion and belief locally, nationally and globally.

Year 5: Children will investigate the question 'Where can we find guidance about how to live our lives?' through Christianity and at least two other principle religions, and other religions and beliefs represented in the local area, recognising the impact of religion and belief locally, nationally and globally.

Year 6: Children will investigate the question 'Is life like a journey?' through Christianity and at least two other principle religions, and other religions and beliefs represented in the local area, recognising the impact of religion and belief locally, nationally and globally.

Impact:

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. As well as outcomes of work in children's books, children's understanding of religion and the ability to respond creatively to religious themes is also evidenced during the assemblies, workshops with different faiths and when out on religious visits.