

Religious Education: Intent, Implementation, Impact

"We may have different religions, different languages, different coloured skin, but we all belong to one human race."

– Kofi Annan

Intent *How does it link to our curriculum vision? What is the scope of learning? What do we intend children to learn?*

At North Clifton our intent is to create a Religious Education (RE) curriculum where children recognise and celebrate cultural diversity and are mutually respectful towards the beliefs of others. We encourage children to participate in opportunities to further develop their knowledge of religions and world views. We use the Nottinghamshire Agreed Syllabus to ensure our curriculum has appropriate subject knowledge, skills and understanding.

The aim of Religious Education in Nottinghamshire is that pupils will know about and understand a range of religions and worldviews. They will explore ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.
(The Nottinghamshire Agreed Syllabus for RE 2021-2026)

Fundamental British Values:

RE at North Clifton Primary makes a key educational contribution to pupils' explorations of British Values. Teaching the Nottingham City and Nottinghamshire Agreed Syllabus for Religious Education will enable pupils to learn to think for themselves about British Values.

Cultural Capital:

Our RE curriculum aims to develop pupil's cultural capital by:

- Giving pupils the kinds of rich knowledge of religions and worldviews that enable them to participate fully in the cultural life of modern diverse Britain. RE opens minds to global diversity and cultures.
- Engaging with cultural and religious diversity: Effective RE enables all pupils to understand the significance of spiritual and moral issues in our contemporary culture, so that they can both contribute to and benefit from the multicultural society in which they live.
- Developing cultural competences. Effective RE enables pupils to develop cultural competency and cultural navigation skills from their own worldview or religion in relation to the religions and worldviews of others.

Providing access for all: RE gives pupils from every background access to the kinds of cultural capital with which religions and worldviews engage - e.g. in the arts, language, literature, sciences, sport, fashion and the economy in all its aspects. This includes the ways religions and worldviews challenge prevailing ideas, e.g. from moral perspectives.

Through our Religious Education curriculum, we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Implementation *How is the teaching of Religious Education organised?*

At North Clifton Primary School, we have a clear and progressive programme of study in RE in KS1 and KS2, as outlined in the Nottinghamshire Agreed Syllabus, and the focus of 'EYFS foci e.g. Understanding the World' in EYFS.

Pupils will develop increasing understanding of wide areas of RE subject knowledge, developing religious literacy, including the skills of:

Investigating religions and worldviews through varied experiences and disciplines;

Reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity;

Becoming increasingly able to be reasonable in their responses to religions and world views. (*The Agreed Syllabus for RE 2021-2026*)

The programme of study is organised into a two-year rolling cycle in the Early Years and KS1 and a four-year rolling cycle in KS2.

Our curriculum is designed to meet the needs of all pupils (including SEND (Special Educational Needs and Disabilities)).

Religious Education is generally taught on a weekly basis, but is sometimes delivered as a block, through a class topic or as a whole-school RE day.

Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of concepts and challenging questions.

Recall, Retrieve and Assessment

Pupils are given regular opportunities to recall key facts and information. Assessment opportunities are planned for, using self and peer assessment and summative, end of unit assessments.

Impact *How do we know how well the children are doing?*

As a result of a balanced Religious Education curriculum, pupils know more, remember more and can do more.

Pupils are:

- knowledgeable and able to demonstrate their understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- able to understand and respect different religions, beliefs, values and traditions through exploring issues within and between faiths;
- understand the influence of faith and belief on individuals, societies, communities and cultures;
- use skills of enquiry and response through the use of religious vocabulary, questioning and empathy.

Pupils are able to:

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- reflect on their own ideas, values and ways of living;
- hold a balanced and informed conversation about their own and world views;
- articulate their understanding using subject vocabulary.