



Curriculum Statement – 2021/2022

Religious Education

Intent

- To deliver high-quality Religious Education which provides our pupils with a coherent knowledge and understanding of what it is to be human
- Become more open minded, respectful and achieve greater self-awareness
- Develop a community which makes a significant contribution to promoting British Values and develops cohesion
- Develop positive attitudes to their learning and to the beliefs and values of others.
- Pupils will be able to articulate on each of the major religions of the world and how these affect people's lives
- Incorporate cross-curricular learning, media and mediums, such as Art and Drama, to enable children to find answers and aid discussions, which support the 'Big Questions'
- Through the teaching of religious education, make links with the wider world and other faiths, whilst at the same time learning knowledge and skills that will enable connect religious practices, values and belief

Implementation

- Teachers implement a personalised a scheme of work for Religious Education, which is built upon previous learning across the key stages
- Vocabulary is mapped out carefully to ensure that it is embedded in pupils' learning and incorporates the religious literacy encouraged within the syllabuses used
- Our curriculum breaks learning down into the following four areas:

Self-awareness in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule;
- developing a realistic and positive sense of their own religious, moral and spiritual ideas;
- recognising their own uniqueness as human beings and affirming their self-worth;
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own;
- being ready to value difference and diversity for the common good;
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society;
- being prepared to recognise and acknowledge their own bias;
- being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils:

- being willing to learn and gain new understanding;
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions;
- being willing to go beyond surface impressions;
- distinguishing between opinions, viewpoints and beliefs relating to issues of conviction and faith.

Appreciation and wonder in religious education includes pupils:

- developing their imagination and curiosity;
 - recognising that knowledge is bounded by mystery;
 - appreciating the sense of wonder at the world in which they live;
 - developing their capacity to respond to questions of meaning and purpose.
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- Religious Education is taught fortnightly in all year groups as a discrete subject
 - The school delivers in the curriculum in a way that is respectful, mindful and aware of the diversity and differences of not only our own community, but our wider local, national and international community
 - The curriculum is delivered in a way that celebrates these differences and instils respect, tolerance and understanding within our own community
 - The school works to develop local faith links for each world religion: St. Mary & St. John R C Church (Catholic), All Saints Parish Church (C of E), Newton Le Willows Methodist Church (Methodist), Princes Road Synagogue (Judaism), Al-Rahma Mosque (Islam), Gurdwara Sikh Community Centre (Sikhism) and Duldzin Buddhist Centre (Buddhism).
 - Knowledge organisers are used to revisit prior learning, introduce new vocabulary and revise a religion's main symbol, God, place of worship and holy book.
 - Within the EYFS setting, the RE curriculum is delivered through 'Special Stories'. This involves the reading and exploration of religious stories, role play and the use of persona dolls.
 - From Years 1 – 6, learning is structured in what that explores Christianity within the Autumn term, Church and Judaism in the Spring term, and Hinduism and Islam throughout the Summer term
 - All children record work in their own personal RE book. This book is first used in Year 1, and then is carried forward by the child in every subsequent year to allow their long-term learning journey to demonstrated and recorded

Impact

- Teachers regularly assess pupil understanding through a range of formative assessment strategies, observations and looking at completed work.
- Summative assessment is recorded for all pupils, showing pupils attainment in relation to specific learning objectives. At termly intervals throughout the year, children's summative data is collected, analysed and used to inform planning and support for the following term
- In the EYFS, class teachers assess children's development and progress in Religious Education under the statement of Understanding the World by making informal judgements as they observe children
- In Key Stage 1 and 2, class teachers gather evidence of what individual pupils know, understand and can do in religious Education by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce.
- By the end of Year 6, children will have covered in the required depth the statutory and non-statutory guidance of the Lancashire agreed Religious Education syllabus
- Children will have the opportunities to regularly revisit concepts and link ideas together
- All children will have access to high quality design bases projects, challenges and resources which will help them develop a real understanding of Religious Education
- Pupils will leave school with specific subject knowledge and skills to prepare them for the next phase in their educational journey and able to integrate into a modern British society
- Cultural capital is added throughout children's time at Newton through offering trips out of school such as to place of worship and external visitors into school such as priests, vicars, ministers, rabbis or individuals who practice a faith.