

Religious Education Curriculum Statement of Intent



"Nurturing Values, Embracing Beliefs."

At Orchard Primary, we have adopted the Leicestershire RE syllabus to ensure that the curriculum is academically rigorous and enables pupils to examine theology, philosophy and social science within a meaningful context. At Orchard, Religious Education is to provide our children with a broad and balanced understanding of the world's major religions and beliefs.

Our RE curriculum aims to promote mutual respect, tolerance, and understanding of diversity within society, while encouraging children to reflect on their own beliefs and values.

Intent - *What we are trying to achieve?*

- Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development.
- It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.
- The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.
- It is the intent of Orchard Primary that Religious Education promotes an enquiry-based approach through the implementation of the Leicestershire Agreed Syllabus for RE from Key Stage One and Two and can be used to contribute to the learning experiences of the early learning goals within the Foundation Stage.

Experiences and enrichment opportunities at Orchard Primary

- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participating in moments of quiet reflection
- participating in SOAR assemblies
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

Rationale – why this curriculum design?

In preparing for adult life, our pupils need to learn to respond well to a local, national and global landscape of religion and belief diversity. In the context of today's world, we are advocating that RE should help children and young people to hold balanced and well informed conversations about religion and belief, i.e. be religiously literate.

Pupils will access a high quality RE curriculum that engenders an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

This will enable them to develop a knowledge and acceptance of religions and worldviews, with the skill to “disagree agreeably”.

At Orchard we have adopted the Leicestershire RE syllabus to ensure that the curriculum is academically rigorous and enables pupils to examine theology, philosophy and social science within a meaningful context.

The schools' curriculum for RE is a vehicle for delivering some aspects of Spiritual, Moral, Social and Cultural Education (SMSC), but SMSC permeates across and underpins the school's wider creative curriculum.

Ambition – what do we want to achieve?

- A balanced RE curriculum with the aim of producing religiously literate pupils that includes aspects of the following disciplines:
 - Theology (this is about believing): looking at where beliefs come from - how they have changed over time, how they are applied differently in different contexts and how they relate to each other;
 - Philosophy (this is about thinking): finding out how and whether things make sense; dealing with questions of morality and ethics; taking seriously the nature of reality, knowledge and existence;
 - Social Sciences (this is about living): exploring the diverse ways in which people practise their beliefs; engaging with the impact of beliefs on individuals, communities and societies.
- To create a safe and stimulating environment in which children are entitled to question, evaluate and express themselves through debate and discussion - “disagree agreeably”.
- Teachers who are empowered through strong subject knowledge to have the skills to challenge conceptions, preconceptions and misconceptions.

Children and young people will have a knowledge and understanding of:

- The major world religions and non-religious worldviews:
 - Theology: key texts and traditions; beliefs, teachings/doctrines and sources; practices and ways of life; forms of expression; identity and belonging;
 - Philosophy: how religion has influenced humanities' search for meaning and purpose;
 - Social Sciences: investigate and observe lived religious practices within local, national and international contexts; and consider how they have shaped and continue to shape society.
- Historical, geographical and scientific contexts.

Children and young people will have the skills to:

- As theologians:
 - analyse a range of primary and secondary sources; understand symbolic language; use technical terminology effectively.
- As philosophers:
 - interpret meaning and significance;
 - evaluate and reflect upon beliefs and ethics and how they impact upon the lives of others and themselves;
 - refine the way they think about the world and their place in it
 - consider moral principles, including the nature of good and evil.
- As social scientists:
 - respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of others, considering both differences and commonalities;
 - recognise bias and stereotype;

 - represent a range of views, other than one's own, with accuracy.

The curriculum may also develop the following:

- a moral compass - recognise the difference between right and wrong and readily apply this;
- reflection upon their own beliefs and cultural practices;
- make informed personal choices;
- empathy with and an understanding of others.

Impact

We envision RE curriculum impacting the pupils in the following ways:

- extend their knowledge and understanding of religions and beliefs
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

By the end of each key stage, pupils are expected to know, understand and apply skills related to the two attainment targets and learning themes embedded with the Leicestershire Syllabus.

Assessment criteria has been developed in line with the expectations laid out in the Leicestershire Agreed Syllabus, to enable teachers to assess the progress of the children as they move through the key stages.

Formative assessment is used to determine the children's' understanding and inform teacher's planning and further differentiated support for pupils.

The subject leader carries out learning walks, book scrutinies and lesson observations.

The impact our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE curriculum.