

Religious Education

Curriculum Intent

Religious education provokes challenging questions about the ultimate meaning and purpose of life, issues of right and wrong and what it means to be human. This revised agreed syllabus develops pupils' knowledge and understanding of Christianity, other principal religions, religious traditions and world views that can provide questions and stimulate discussion to consider answers to such questions. The curriculum presents religious Education within a framework of three disciplines: theology, philosophy and human and social science.

Religious Education should:

- possess rich knowledge of the beliefs of different religions and worldviews, including how these may be differently interpreted or change over time.
- recognise that the 'lived reality' of different religions and worldviews is complex and diverse, and that generalities and assumptions must be treated with care.
- contribute constructively to debate about religious questions and shared human concerns, using their understanding of religion and belief.

At Clifford Road Primary School, Religious Education is presented as a blend of academic disciplines, in particular theology, human and social science, and philosophy, and that, applied to learning in RE, these provide a balanced picture of religions and worldviews, which in turn leads to better religious literacy.

Theology in RE involves enquiry into:

- Key beliefs / concepts of a religion or worldview, both distinctive and shared
- Sources of authority for religious beliefs e.g. sacred texts, religious leaders, divine revelation
- Particular beliefs about God, humanity, life, and the nature of an after-life

Differences in interpretation of key beliefs and changes in religious belief across time / culture

Human and Social Science in RE involves exploration of:

- Different customs, celebrations and rituals based on religious and secular beliefs
- The influence of sacred texts and religious leaders on communities
- Diverse interpretations of religious practices in different societies locally and globally, and at different times
- Moral, ethical and practical lifestyle choices based on secular or religious worldviews

Philosophy in RE involves engagement with:

- Ultimate questions of truth, morality, purpose and meaning in life
- Questions arising from religious and secular standpoints, texts or customs
- Conflicting answers offered by religious and non-religious groups and individuals
- Changes in questions / answers over time and across societies

Taken from 'Where do I Stand?' Suffolk agreed syllabus, 2023.

At Clifford Road Primary the Religious Education curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. The development and progression of skills and knowledge identifies the learning about to happen and a summary of what has already been learned. These retrieval links help teachers remind pupils of their previous learning as well as identifying what personal knowledge they bring to the new learning.

Development and progression of skills and knowledge is organised as follows:

Ongoing:

- Exploring faiths and secular beliefs through looking at their theology, philosophy and how they influence the world around us.

Specific Knowledge and Skills:

- These are outlines on the Long-Term Plan for each unit and on the knowledge and skills progression.

Vocabulary:

- linked to the faith being studied and to each of the knowledge and skills in a unit of work.

Curriculum Implementation

It is the intention of Clifford Road Primary that Religious Education enables children to investigate and reflect on what it means to have faith, whilst developing knowledge and understanding of major world faiths. We aim to provide children with an opportunity to learn about religion and secular beliefs and to discuss theological and philosophical ideas about these, as well as how these ideas relate to others.

We use the revised Emmanuel Project resources to plan and deliver lessons. Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage pupils in learning about and from different faiths and nonfaith groups. Learning is developed through an enquiry cycle in which pupils:

- **Engage** with the key concept in their own lives / world
- **Enquire** into an aspect of a faith which relates to the key concept
- **Explore** a [faith] understanding of the key concept
- **Evaluate** and **Express** their learning about the key concept.
- **Extend** by responding to the 'big question' for the term.

The long-term plan details the following for each unit:

- Learning objectives
- Ongoing knowledge and skills
- Learning questions
- Key Text/s
- Retrieval
- People, places and events

Full teaching sequences are detailed within medium term plans and are saved on the Teacher Network in the Religious Education folder.

Enriching the RE curriculum:

By including enrichment activities, we give the children opportunities to access their learnt knowledge, thereby helping the knowledge 'stick'. Learning about religion is enhanced through trips to religious places of worship and visits from faith leaders. Learning from religion is enhanced by opportunities such as the 'Life Exhibition', backed by the St Edmundsbury Diocese, allowing children to take a hands-on and interactive approach to explore their views about Christianity.

Recording Work:

Children's learning will be recorded through the activities completed in their RE books, knowledge organisers, double page spreads and class scrap books that include thoughts, ideas and questions from the children, and as well as examples of learning such as drama. This may include children's responses to 'key questions' from lessons, making it a valuable

record of pupil voice. Teachers will use a variety of teaching pedagogies to ensure that all learners are catered for. For some units of work, children will be asked to produce a double page spread to show their learning. This could include (for example) the key questions from the learning, pictures, notes, annotated diagrams, photos, written examples of learning and art work. To deepen learning, some children will be asked to present their knowledge and skills in different ways to show that they have broadened and deepened their understanding. This could be added to a double page spread. Children's learning outcomes will be displayed in or close to the classroom. There is also a display of termly work in the school that shows examples of what has been learnt.

Curriculum Impact

The School's Religious Education curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed skills. Progress is defined by the children knowing more and remembering more. We measure this through the following methods:

- What we observe - learning walks and drop ins
- What the pupils say - Pupil discussions/interviews with pupils about their learning
- What the children produce - pupil outcomes including double page spreads, book work, photos, knowledge organisers etc.

The process will also include:

- Reflective discussions with staff and feedback;
- A reflection on standards achieved against the planned outcomes.