



“For I know the plans I have for you” Jeremiah 29:11

## RE Curriculum Purpose and Rationale

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As a Church school, the teachings of the bible guide and influence our practice. Being part of the Birmingham Diocesan Multi-Academy trust, we, like the other schools within our Multi-Academy Trust, work towards ensuring that pupils we serve experience, ‘life in all its fullness.’ (John 10:10).

At Nethersole, our Local Academy Board, Leaders and Staff are committed to achieving this through our vision “For I know the plans I have for you” (Jeremiah 29:11) Our curriculum's purpose is to develop the children's understanding, personality and gifts bestowed upon them by God in order for them to know they are loved by God, have love for others and let their light shine.

Every aspect of school life, including the curriculum, has been constructed around our school vision and our school values. Our vision is underpinned by the three key tenants: Loved by God; Love for others; Let your light shine. We have constructed a curriculum which prepares the children of Nethersole academically, emotionally, socially and spiritually to be active and successful participants of British and Global society.

Our sequential knowledge curriculum begins in EYFS, so that students can successfully access a broad and balanced curriculum throughout their education at Nethersole Church Primary Academy. This is underpinned by structured phonics, writing and mathematics lessons in EYFS to ensure core procedural knowledge is secured and that transition into KS1 is successful.

During KS1, focus is placed on reading, writing and mathematics. We ensure all students are reading by the age of six so that they can successfully access a broad and balanced curriculum. Through the Mathematics Mastery programme, we ensure core mathematical knowledge is mastered and practised. Music, PE, humanities and science are carefully planned with specialist support to ensure students are making links across and throughout the curriculum.

Throughout KS2, we seek to carefully develop subject knowledge and build clear sequences in our students' minds, allowing them to begin to think more coherently, critically, and creatively. Working with subject experts, curriculum leaders are equipped to design carefully crafted sequences of learning.

As teachers and leaders of our Learning Community, we ensure that our curriculum and teaching is informed by the latest evidential research from cognitive science about memory, knowledge retention and practice in order to help students remember, and apply, the best of what has been thought and said. We make knowledge stick for all learners so that all children are equipped to let their light shine.

## **Why do learners at Nethersole Church Primary Academy need to study RE?**

Our vision is to ensure that children leave our school with the ability to enjoy the full and free liberty of thinking for themselves so that they can let their light shine (Matthew 5:16). RE is fundamental in allowing us to celebrate the rich, culturally diverse society that our children are growing up in today. RE provide our pupils with the opportunity to: acquire a rich, deep knowledge and understanding of Christian belief and practice; interact with biblical text and theological ideas; and be engaged and challenged through an exploration of core concepts and questions. In addition, it is paramount that we explore other world faiths in order to celebrate and foster an awareness of the differences that exist within our academy, community and the wider world. Our RE curriculum ensures that we enable the children to show respect for diversity and differences, whilst simultaneously encouraging them to identify the similarities within.

## **What are the aims for the RE curriculum?**

Through the teaching of our RE curriculum, it is our intention that pupils should: develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection; have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging; have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews; and develop confident religious literacy. Our RE curriculum aims to provide children with the core knowledge required to talk confidently about Christianity and other world faiths' key teachings and to foster an awareness of the similarities and differences between them.

## **National Curriculum**

At Nethersole Church Primary Academy, we are following the Suffolk Agreed Syllabus, the Emmanuel Project, for teaching RE.

The Agreed Syllabus for Religious Education in Suffolk contains the requirements for religious education as laid down in the relevant Education acts. It highlights some of the features which make religious education important, and demonstrates how it can support the values and aims of the school curriculum. The Syllabus also demonstrates clearly how religious education contributes to learning across the curriculum and to the general teaching requirements of the national curriculum.

## **Which values underpin the curriculum content?**

RE plays an important part in the life of the school, contributing to the school's Christian ethos and many of the school's Christian Values are evident within its teaching. RE teaching of different world faiths encourages children to develop a sense of identity and belonging whilst simultaneously promoting a culture of **respect**. Through studying different biblical stories, children are presented with key values such as **forgiveness, justice and trust**, which allow for thought provoking discussion and debate. Some children will be able to identify with values such as **hope** and through learning from religion, a sense of **peace**. Children will learn about the importance of **community** to different world religions, as well as the **compassion** and **service** which are essential to their practice. RE will demonstrate that **joy** can be found within religion and enable children to explore their own understanding of this.

## **How are British Values taught from RE?**

The British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different beliefs

Teaching of RE at Nethersole Church Primary Academy should provide the opportunity for reflection, discussion, dialogue and debate which enables the children to think about the British Values. RE classrooms should be democratic, where children have equal rights to be heard. In RE, children will examine different codes for living and consider the rule of law, where all people are equal before the law. They consider questions about identify and belonging and how mutual tolerance and respect is important to our society. Religion is an excellent tool for considering individual liberty and the greater good.

## **Which links to careers can be made within the RE curriculum?**

Through learning about RE, there are many careers which can benefit from it. Some are direct links such as a member of the clergy, others benefit from knowledge of world religions such as:

- Police Officer
- Missionary
- Outreach worker
- Curator

- Teacher (both primary and secondary)
- Lecturer
- Police Office
- Charity worker
- Nurse
- Social worker
- Journalist
- Community development worker
- Youth worker

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### **Why has the specific knowledge been selected?**

The RE curriculum has been developed so that children are building upon prior knowledge with the opportunity to know and remember more about the six major world religions. Within KS1, Christianity and Judaism are the main religions that are studied, before introducing children to Islam. Lower Key Stage 2 build upon this knowledge to include Hinduism and Sikhism, whilst Upper Key Stage 2 introduce Buddhism and Humanism in year 6. The curriculum ensures that children are taught about the key teachings relating to the following areas: belonging, believing, symbols and artefacts, prayer and worship, leaders and community, symbols and expression, beliefs and questions, inspirational people, sacred places and the journey of life and death. These are key elements which provide children with the knowledge to talk with confidence about different world religions, identifying which concepts are the same and different.

### **Why is it taught in the order that it is?**

By building upon their prior knowledge, as children progress throughout the school, they are able to draw upon their understanding of each religion to tackle more challenging concepts such as the journey of life and death, which they encounter in Year 6. Without the foundations of the key facts and concepts at the beginning of their RE learning, and by starting with Christianity and Judaism before progressing to knowledge of more religions, children will find it more difficult to connect the key beliefs and actions of each religion and make comparisons across them.

## **How are RE lessons delivered at Nethersole?**

RE lessons are delivered on a weekly basis, following a long term plan which outlines the progression of RE throughout the school. RE explores a range of topics from 'teachings and authority' to 'the journey of life and death'. Lessons are structured so that children not only learn about religion, but also from religion.

### Learning about religion includes:

- enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, practices and forms of expression
- developing pupils' skills of interpretation, analysis and explanation
- learning to communicate their knowledge and understanding using specialist vocabulary
- identifying and developing an understanding of ultimate questions and ethical issues
- developing the knowledge and understanding of individual religions and how they relate to each other

### Learning from religion is concerned with:

- developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion
- developing pupils' skills of application, interpretation and evaluation of what they learn about religion
- learning to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.

## **What is the impact?**

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Through the teaching of our RE curriculum, we enable children to explore other world faiths in order to celebrate and foster an awareness of the differences that exist within our academy, community and the wider world. Our RE curriculum teaches our children about a range of world religions, which in turn empowers them to show respect for diversity and differences, whilst simultaneously identify and celebrate the similarities. It provides them with the skills and knowledge necessary for living in the multi-cultural society of today.

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## **What are the aims, end-points, of specific stages of the curriculum?**

### **EYFS:**

There are 6 units as an introduction to Christianity and each unit contains an encounter with a story from a different religion. The units are taught in an order which matches the seasons of the school year and Christian calendar. These units are:

- Why is the word 'God' so important to Christians?
- Why do Christians perform nativity plays at Christmas?
- How can we help others when they need it?

- Why do Christians put a cross in an Easter garden?
- What makes every single person unique and precious?
- How can we care for our wonderful world?

**Attainment**

**Target 1**

**Learning about religion and belief**

How pupils develop their knowledge, skills and understanding with reference to:

**Attainment Target 2**

**Learning from religion and belief**

How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

	<b>Beliefs, teachings and sources</b>	<b>Practices and way of life</b>	<b>Forms of expression</b>	<b>Identity and belonging</b>	<b>Meaning, purpose and truth</b>	<b>Values and commitment</b>
End of Key Stage 1	tell a Christian story and say some things that people believe	talk about some of the things that are the same for different religious people	say what some Christian symbols stand for and what some of the art, music, etc is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
End of Key Stage 2	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources	describe why people belong to religions and explain how similarities and differences within	use a wide religious vocabulary in suggesting reasons for similarities and differences in forms of religious, spiritual	give my own and others' views on questions about who we are and where we belong and on the	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and	ask questions about things that are important to me and to other people and suggest answers which
		and between religions can make a difference to the lives of individuals and communities	& <u>moral</u> expression found within and between religions	challenges of belonging to a religion; explain what inspires and influences me	my own and others' lives	relate to my own and others' lives