



## Curriculum statement for Religious Education

Intent	Implementation	Impact
<p>At Roseberry Primary and Nursery School we recognise that Religious Education significantly contributes to the education of our children by provoking challenging questions about the meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.</p> <p>It is our aim to offer motivational opportunities for pupils to learn about religious and non-religious world views in order to discover, explore and consider different answers to these fundamental questions.</p> <p>Our curriculum engages children in learning about and learning from religion. Children are taught to interpret, analyse, evaluate and <b>critically respond</b> to religious and non-religious views, learning how to express their insights and to agree or disagree respectfully.</p> <p>Teaching additionally aims to equip pupils with <b>knowledge and understanding</b> so that they may use skills of <b>personal reflection</b> to examine their own learning in relation to themselves and others.</p> <p>We aim to ensure that children gain and use understanding of specialist vocabulary and terms so that they develop a capacity for dialogue at every opportunity. This in turn enables children to have an informed understanding of global social, political and moral issues so that they can manage strongly held differences of belief and challenge stereotypes and prejudice.</p> <p>Our teaching promotes openness, respect for others, scholarly accuracy and critical enquiry. We develop skills such as investigation, application and</p>	<p>Religious education is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils,' except those withdrawn at the request of their parents.' (s 71 SSFA 1998).</p> <p>At Roseberry Primary we follow the Durham legally adopted Agreed Syllabus for Religious Education (2020), which is a statutory order. In accordance with the 1988 Act, the Agreed Syllabus we follow reflects the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of teachings and practices of the other principal world religions represented.</p> <p>Lessons are taught on a weekly basis or as part of a 'topic' week at the end of each half term. Children at Key Stage 1 focus on Christianity and Buddhism, and at Key Stage 2 children focus on Christianity, Hinduism and Judaism. Year 6 also explore Islam in the community. Christianity and some aspects of world religions are included in the topics delivered at the Foundation stage.</p> <p>Our teaching of religious education is made up of three elements; Knowledge and understanding, critical thinking and personal reflection. We define each religion through four concepts; belief, authority, expressions of belief and impact of belief. Non-religious views are also classified in this way.</p> <p>Our breadth of study ensures that each of the principle religions are studied in a systematic way and that teaching is logical and progressive. The programme of study for each key stage prepares children for the next steps in learning, with our final</p>	<p><b>Religious Education at Roseberry Primary develops pupils':</b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;</li> <li>• understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), through exploring issues within and between faiths;</li> <li>• understanding of the influence of faith and belief on individuals, societies, communities and cultures;</li> <li>• skills of enquiry and response through the use of religious vocabulary, questioning and empathy;</li> <li>• skills of reflection, expression, application , analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.</li> </ul> <p><b>While also inspiring pupils to:</b></p> <ul style="list-style-type: none"> <li>• consider their own thoughts and opinions on the challenging questions of the meaning and purpose of life, beliefs about God, their own self and the nature of reality, issues of right and wrong and what it means to be human;</li> <li>• understand the influence of religion on individuals, families, communities and cultures</li> <li>• learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;</li> <li>• learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;</li> </ul>

empathy in order to develop positive attitudes of self-awareness, respect and open-mindedness. Our RE teaching aims to make a significant contribution to the promotion of mutual respect and the tolerance of others' faiths and beliefs, a fundamental British Value. As such, RE is central to good local, national and global citizenship.

statutory unit ensuring that children are ready for the KS3 focus and on Christianity, Islam and Sikhism.

Our enquiry based approach uses areas of enquiry such as theological enquiry, sociological enquiry and ethical enquiry. It encourages pupils to explore, investigate, evaluate and reflect.

- develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.