

# Religious Education Curriculum Statement



## Intent

At Godwin Junior School, we firmly believe that Religious Education is a crucial first step in the process of developing the British Values of Mutual Respect and Tolerance as well as the vital life-skills of understanding and empathy. It also encourages pupils to develop their sense of identity and belonging through self-awareness and reflection, whilst contributing to their personal development and well-being; as enshrined in Article 30 of the UNCRC: Every child has the right to learn and practise the religion of their family.

Our RE curriculum and teaching aim to promote the spiritual, moral, social, emotional, cultural and intellectual development of our pupils by supporting the development of the Learning Power of Curiosity. Children are encouraged to explore and respond to those aspects of religion and human experience which raise fundamental questions of belief and value.

Through progression within the teaching and learning of RE across the school, we seek to develop pupil's knowledge of world religions and non-religious beliefs as well as their understanding and awareness of the principles, values and traditions of others within our multicultural society, seeking to combat stereotypes and prejudice.

## Implementation

Children are given the opportunity to learn about Humanism and the 6 principal religions in the UK (Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism). Using the Standing Advisory Council on Religious Education (SACRE) curriculum as a base for our differentiated and personalised planning, RE units of work are taught over one day per half-term and, where possible, are linked to religious festivals (ie: Diwali and Christmas). This provides opportunities to celebrate festivals and religions with greater relevance and immersion. Religious Education is taught through class discussion, written work, sharing of experiences and lifestyles, as well as practical activities (art, drama, visits to places of worship in the local area, exploration of artefacts and visitors to the school).

Students are able to investigate 'Big Questions' across their year groups through the following Learning Disciplines, or 'lenses':

- Empathy (to recognise the personal meaning of topics - for themselves as well as others)
- Theology (to think like a theologian - to understand the questions that believers would ask about their own faith)
- Experiential Learning (to think and discuss - What impact do religions and worldviews have on people's everyday lives?)
- History (to explore RE through historical evidence, accounts and interpretation of beliefs);
- Debate (to think and argue logically, providing evidence to ethical questions that religions and worldviews engage with)
- Philosophy (to explore questions and answers raised through considering the nature of knowledge, existence, and morality)

These lenses allow for a more focused approach to planning and delivery of lessons - children are made aware of which lens they will be focusing on within each lesson. This is evident in teacher planning.

Learning is presented in RE books through a variety of outcomes, for example: written pieces, reflections, Venn diagrams, artwork and photographs. Pupils are encouraged to describe, explain and analyse beliefs and practices in order to recognise the diversity which exists within communities and amongst individuals. Via our teaching and learning, we are creating well-rounded global citizens who are understanding and respectful of the beliefs and faiths of others. Opportunities for pupil-led discussion are woven throughout our lessons, allowing children to learn from one another and debate in a secure and open-minded environment, further showcasing the British Values of Mutual Respect and Tolerance.

Lessons are planned with every child in mind; tasks are fully differentiated to suit the needs of all pupils and our engaging teaching incorporates exciting visuals and media to appeal to all pupils in order to achieve maximum engagement and progress. We embed the Learning Powers within RE planning, teaching and learning, enabling children to develop these successfully. Our pupils are given regular opportunities to self and peer mark and to reflect on what they have achieved through focused marking and structured feedback, allowing them to extend and/or consolidate their understanding.

Subject leader monitoring - including pupil interviews - and focused feedback are given priority and completed regularly. This ensures that the teaching of RE is targeted and effective - at all times, for all our children, including those with Special Educational Needs.

To further enhance our curriculum, we invest time in the Continuous Professional Learning of our teachers, allowing us to keep abreast of any changes and developments to the subject and SACRE scheme of work. This way, we are always up-to-date and able to give the best to all the children at Godwin Junior School.

At the end of each unit of work, pupils are assessed via a task that is matched to the learning that they have acquired.

### **Impact**

The impact of our RE curriculum is that we have successfully fostered the British Values of Mutual Respect and Tolerance, which is evident in our children's attitudes towards others. Godwin pupils are encouraged to develop their own perspectives and to respect and appreciate the beliefs and worldviews of others. Our pupils enjoy - and are excited about - RE, and they feel confident about expressing their ideas and evaluating the views of others, through respectful and lively discussion. Our RE curriculum helps our pupils to develop a sense of identity and belonging, as well as a respect for diversity and tolerance. Pupils leave Godwin Junior School with a solid understanding of different religions and their place in society and the world, as well as a strong personal moral and ethical framework.

