

# Gillespie Primary School



## Curriculum Intent, Implementation & Impact Religious Education

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The goal of the R.E. curriculum is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. R.E. explores big questions about life, to find out what people believe and what difference this makes to how they live. R.E. helps our pupils to make sense of religion and belief, reflecting on their own ideas and ways of living.

As stated in the School Standards and Framework Act, R.E. 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.' In this way, children's learning in R.E. is a key part of our school vision: Growing Together.

### **Implementation**

In R.E. we aim to give children a grounded understanding of religious and non-religious world views through encounters with living worldviews. As the children progress through the school they encounter different religious and non-religious worldviews. An important aim of R.E. is that children are encouraged to reflect on their learning and make their own decisions about what they believe. The aim of R.E. is not to make children into religious believers, but to understand that religion and worldviews continue to influence and sustain many people in the world today. Children also consider the wisdom of traditions within religious and non-religious worldviews, and reflect on what they might take from these.

We follow the Islington Syllabus for Religious Education. This is a 'key questions approach' divided into three strands:

- Believing - religious beliefs, teachings, sources; questions about meaning, purpose and truth
- Expressing - religious and spiritual forms of expression; questions about identity and diversity
- Living - religious practices and ways of living; questions about values and commitments

The R.E. curriculum is structured so that it:

- Makes sense to pupils
- Focuses on core concepts
- Allows pupils to encounter diverse examples of religious and non-religious worldviews
- Enables pupils to embed learning into their long term memory
- Makes space for pupils' own religious or non-religious worldviews
- Encourages pupils' personal development, applying their learning to living

All pupils learn from Christianity at each stage as this is the main religion of Great Britain. In addition, pupils learn from the other principle religions in the UK: Islam, Hinduism, Sikhism, Buddhism and Judaism. Non-religious worldviews, including Humanism, are also a focus for study. In reception, children learn about different faiths as part of their growing sense of self, their own community and their place within it.

'R.E. Today' lesson plans are used to supplement the Islington R.E. syllabus. These begin with an overview of the investigation into the key question. They then include the following five steps:

1. Key question
2. Learning outcomes – emerging, expected and exceeding
3. Specific content
4. Assessment
5. Activities

There are a range of specific content ideas that teachers select from and detailed lesson plans that correspond to each of these. A list of resources, including artefacts and websites, is also provided for every key question.

Every year, teachers plan one visit or visitor related to one of the key questions that their class has focused on.

Religious festivals are acknowledged through whole school assemblies in which children learn the significance of the festival and how it is celebrated. For some religious events, such as Christmas and Eid, additional celebrations are held as we have a high proportion of Christian and Muslim families in our local community.

### **Impact**

By the end of their primary learning journey, children have a good knowledge and understanding of the religions and beliefs which form the basis for society. They can ask and suggest answers to challenging questions about beliefs and the purpose of life. They are able to identify similarities between different religions and worldviews, can confidently share and reflect on their own beliefs and respect the views of others that differ to their own. Children are well prepared for further study of religious education at Secondary School.