



St. Paul's R.E. Curriculum

Here at St. Paul's C of E Primary School, we use the Salford Agreed Syllabus to plan and assess the teaching of Religious Education for all our pupils.

By following this syllabus, we can ensure that our teaching of R.E. makes a positive contribution to children's learning and encourages our pupils to become thoughtful members of a plural society, so that in learning about religions and worldviews they are able to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet. It will raise questions of spirituality and identity as well as questions of morality. We have therefore adapted our curriculum in response to the context, strengths and needs of our school whilst acknowledging the range of religious backgrounds of our children and families. The skills and attitudes developed through our R.E. curriculum are deeply rooted in the ethos and values of our school and explore British values in relation to religion and worldviews. There is a resonance between the school's theologically rooted Christian vision, the curriculum, and the role of spirituality in school life.

Every pupil has a statutory entitlement to religious education. This entitlement is for all pupils regardless of their faith or belief.

Intent

Religious education in our school contributes dynamically to children and young people's learning in school, provoking challenging questions about human life, beliefs, communities and ideas. In R.E. pupils learn from religions and worldviews about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Our teaching will equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. We support children with their learning of world faiths, including Christianity, Islam, Judaism, Hinduism and Humanism and their understanding and awareness of beliefs, values and traditions of others. We encourage children to discover, explore and consider different answers to questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.

Implementation

Religious Education is taught in accordance with the Salford Agreed Syllabus and balanced to meet the requirement of at least 50% Christianity whilst also taking due account of different faiths and worldviews. Our curriculum, taught from Reception to Year 6, enables all pupils to achieve well and attain high-level outcomes.

The curriculum for R.E. aims to ensure that all pupils.

1 Know about and understand a range of religious and non-religious worldviews. So that they can

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2 Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:

- Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion

3 Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:

- Investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

The curriculum has been developed so that it is clearly sequenced and suitably ambitious. The sequence of learning ensures that it is coherent and shows progression, particularly across transitions between key stages. We have ensured that the curriculum: makes sense to pupils; focuses on core concepts; allows pupils to encounter diverse examples of religion and worldviews; enables pupils to embed learning in their long-term memory and makes space for pupils' own beliefs/worldviews.

The syllabus is structured around three strands: Believing, Expressing and Living. Each unit of study relates to these strands and is planned around a key question approach, where the questions open up the content to be studied. To enrich the curriculum, we organise visits to places of worship and faith leaders and other members of the community are also invited into school to contribute to learning in the classroom as additional valued resource.

School has a statutory responsibility to deliver religious education to all pupils, except those withdrawn by parents, and sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus. R.E. is taught in clearly identifiable time and in EYFS, teachers are able to indicate the opportunities they are providing to integrate R.E. into children's learning.

Impact

We use a range of tools to assess the impact that R.E. is having at St. Paul's. We ensure that all teaching and learning is leading to outcomes that are of a good standard or better through regular monitoring. During monitoring, we look for progress in learning and the quality of the curriculum. We check children's understanding and what they know and remember through various forms of ongoing assessment. All monitoring will show that our intent is being implemented effectively.

Pupil voice is used to monitor how children are learning and enjoying religious education lessons and to assess the sequential knowledge that they are gaining. This also feeds into the monitoring of teaching standards to ensure that all children are receiving high-quality lessons to allow them to flourish.



Religious Education