



RE

Purpose and Rationale

Flourishing Together

At Quinton Church Primary School, we believe that to **Flourish** is to become the best version of ourselves in body, mind and spirit (John 10:10). It means being loved and recognised for who we are, uniquely made in the image of God (Psalm 139:13-14).

Together emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family (Psalm 133:1). It highlights how everyone has a part to play and brings value and worth to our collective endeavours. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish (1 John 4:19).

At Quinton, our culture is to: **Be kind, be fair and be thankful** (Micah 6:8). This overarching culture of kindness, fairness and thankfulness are further explored through our six values of **Belonging, Love, Justice, Forgiveness, Peace and Hope**.

Our curriculum is driven by our Christian Vision, Culture and values, and the diversity of our local, national and global community.

Curriculum Purpose: Why study Religious Education (RE)?

Why do we teach RE? (intent)

At Quinton Church Primary School our aim for our RE curriculum is to enable every child to flourish and to live life in all its fullness. (John 10:10). RE is fundamental in allowing us to celebrate the rich, culturally diverse society that our children are growing up in today. RE provides our pupils with the opportunity to: acquire a rich, deep knowledge and understanding of Christian belief and practice; interact with Biblical texts and theological ideas; and be engaged and challenged through an exploration of core concepts and questions. In addition, it is paramount that children gain an understanding of world faiths in order to understand, respect, celebrate and live peacefully with differences that exist within our school, community and the wider world. Through our RE curriculum we aim to encourage children to become people who live with understanding and respect for diversity and difference.

National Curriculum (what do we want learners to be able to know and do by the time they leave Quinton Church Primary School?).

At Quinton Church Primary School, we are following the Sandwell Agreed Syllabus, and using the Understanding Christianity resource, for teaching RE. The Agreed Syllabus for Religious Education in Sandwell contains the requirements for religious education as laid down in the relevant Education acts.

Through our RE curriculum, we aim;

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

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Which Christian values underpin the curriculum content?

At Quinton, our culture is to: **Be kind, be fair and be thankful** (Micah 6:8).

This overarching culture of kindness, fairness and thankfulness are further explored through our six values of: **Belonging, Love, Justice, Forgiveness, Peace and Hope.**

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

At Quinton Church Primary School, the teaching of RE provides the opportunity for reflection, discussion, dialogue and debate which enables the children to think about the British Values. In 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.

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Curriculum Rationale: Why study Religious Education in this way?

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, Islam and Sikhism are the main religions that are studied, before introducing children to Judaism and Humanism. Lower Key Stage 2 build upon this knowledge to include Buddhism and Hinduism, whilst Upper Key Stage 2 further builds upon this knowledge by having more of a focus on comparing these religions, whilst also introducing other worldviews and spiritual expression.

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.

How are RE lessons delivered at Quinton?

RE lessons are delivered on a weekly basis, following a long-term plan which outlines the progression of RE throughout the school. Lessons are structured so that children not only learn about religion, but also *from* religion. To support our teaching of RE we use Understanding Christianity and the Sandwell Agreed Syllabus.

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

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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?

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 school, 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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Religious Education Curriculum Aims (end-points)

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

	Attainment Target 1 <i>Learning about religion and belief</i> How pupils develop their knowledge, skills and understanding with reference to:			Attainment Target 2 <i>Learning from religion and belief</i> How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
	Beliefs, teachings and sources	Practices and way of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitment
End of Early Years	Introduction to the Bible, Creation story	Learn about and celebrate festivals, begin to understand prayer practices	Learn about and celebrate festivals – Harvest, Christmas, Easter, Diwali	Learn about links with our local church	Listen to stories and ask questions about what we think	Talk about how we can get on and care for each other
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 are used to provide answers to important questions about life and morality	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	use a wide religious vocabulary in suggesting reasons for similarities and differences in forms of religious, spiritual & moral expression found within and between religions	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion; explain what inspires and influences me	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives