



Our Religious Education Curriculum

Intent

At Chambersbury, we aim to ensure that all our children learn from and about religion so that they can understand and respond openly to the world around them. Through Religious Education, our children develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. Throughout school, we promote respect and open-mindedness and a sense of togetherness. Our curriculum is designed to encourage creativity, enquiry, debate, discussion and independence which we believe leads to an understanding and appreciation for the expression of all beliefs and cultural practices. We encourage an enquiry-based approach within our Religious Education and for children to ask questions and to reflect on their own beliefs, values and experiences.

A Worldview Approach

A Worldview approach provides opportunities for all pupils to see themselves reflected in the curriculum and to be taken beyond their own experiences. It teaches about diversity within and between beliefs and cultures, and brings an awareness of the varied worldviews from across the world. A worldview approach seeks to equip children with the ability to ask questions about the world and to reflect on their own beliefs, values and experiences. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination; through a worldview approach, pupils learn to express their insights and to agree or disagree respectfully.

Implementation

Our lessons follow the Hertfordshire Agreed Syllabus for RE. Our aim is to give every child a unique and engaging experience which will allow them to reach their full potential. Our teaching is reflected in the eight areas of study below:

- Beliefs and Practices
- Sources of Wisdom
- Symbols and Actions
- Prayer, Worship and Reflection
 - Identity and Belonging
 - Ultimate Questions

- Human responsibilities and Values
 - Justice and fairness

**The following religions have been selected for study:
Christianity, Islam, Judaism, Buddhism, Hinduism and Sikhism.**

Eyfs & KS1 Curriculum

- All eight areas of the programmes of study will be visited across EYFS and Key Stage 1.
- The key religion is Christianity, which is covered throughout
- Christianity compared and contrasted to Judaism in Year 1 and to Islam in Year 2.

KS2 Curriculum

- All eight areas of the programmes of study will be visited across Key Stage 2.
- The key religion is Christianity, which is covered in Year 3, Year 4, Year 5 and Year 6.
- Christianity is compared to Islam in Year 3, Hinduism in Year 4, Judaism in Year 5 and Buddhism in Year 6.

We also explore religious understanding and tolerance through our assemblies, class assemblies, mindfulness, debate and discussion. Our PSHCE lessons also contribute to the teaching of R.E. and we have many valued links in the local community that also contribute greatly through visits to local places of worship and visitors to the school.

Our teaching and learning explores big questions about life to find out what people believe and what difference this makes to how they live, so that children can make sense of religion, reflecting on their own ideas and ways of living.

Ongoing formative and half termly summative assessments are used to determine each child's understanding and to inform teacher's planning. Spider-grams are completed at the start of each topic to show current knowledge and understanding, and are updated weekly to show the learning progression. On completion, a short summary is written outlining the understanding of the area studied.

Impact

By the end of Primary School, our children should:

Demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.

Be able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life.

Demonstrate respectful behaviour to all - respect is transferable outside of school in the wider community and beyond.

Know about important people from the past and the present who have been, or are, positive role models and who are of a different race or religion.

Develop a religious vocabulary and interpret religious symbols in a variety of forms