



RE at Spire Junior School Curriculum Statement



Intent of the RE Curriculum

The central aim of our school curriculum is to develop the whole child and shape their minds for positive learning experiences about the world around them. We strongly believe in encouraging curiosity, exploration and developing a strong sense of self-identity.

Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject, however the Guidance released in 2010 views it as an important curriculum subject. It is the intent of Spire Junior school that Religious Education promotes an enquiry-based approach through the implementation of the Derbyshire and Derby City agreed syllabus. It could be argued that the ability to recognise and understand key points about different religions in Britain is more important now more than ever as pupils are growing up in a world where there is an increasing awareness of the diversity of religions and non-religious world views.

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
- Our aim is for each pupil to know about and understand a range of religions and worldviews, express ideas and insights about the nature, significance and impact of religions and worldviews and gain and deploy the skills needed to engage seriously with religions and worldviews based upon a key question approach.

Therefore, with that in mind, each religion and key aspect studied in RE has a progression map outlining how skills are repeated and then built upon when studied by each year group to ensure that the children are developing their understanding whilst also exploring the deeper meaning of the religion.

We are keen to ensure that the RE curriculum at Spire Junior school develops the following points:

- Extend their knowledge and understanding of religions and beliefs.
- Develop a religious vocabulary and interpret religious symbolism in a variety of forms.
- Reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views.
- Explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society.



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Implementation of the RE Curriculum



Our curriculum at Spire is carefully planned and organised so as to promote a deep understanding of the projects and concepts that we cover through quality first teaching. We do this by equipping our pupils with the skills and qualities they need to thrive both within the curriculum and within the wider-world.

The significance of RE cannot be underestimated as it enables pupils to learn about other cultures and religions which in turn helps to develop their cultural capital and understanding of the world we live in. Therefore, the agreed syllabus is designed to reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

When taught well, RE offers a safe space to discuss, experience and respond to differences that arise between different religions and individuals, thus, structured opportunities to discuss issues and learn to agree and disagree respectfully in the correct context is key for the pupils understanding of the world.

At Spire Junior School, children study RE each week encouraging pupils, irrespective of their faith or belief, to explore questions of spirituality, identity, ethics, discrimination and prejudice.

The Derbyshire and Derby City syllabus requires pupils to learn from Christianity in each key stage and also acknowledge and learn from other religions represented in the UK including: Islam, Hinduism, Sikhism, Buddhism and Judaism. In addition, pupils may come from families where non-religious views are held and therefore will also have the opportunity to focus on Humanism. The syllabus followed by Spire Junior School outlines the religious traditions that must be studied from EYFS, KS1, KS2 and KS3 so there is a consistent approach throughout all schools.

Over the course of their time whilst studying at Spire Junior School, pupils study a range of different religions each year which is mapped out below on the 2020/20201 RE syllabus. Alongside specific religious instruction, we allow the children to explore key moral and religious concepts, in a manner which supports our curriculum. Therefore, children will discuss themes such as justice, freedom and forgiveness in relation to themselves and the world at large.

The RE syllabus is implemented at Spire Junior School by providing children with a range of experiences and opportunities including:

- Handling artefacts
- Exploring sacred texts
- Responding to images, games, stories, art, music and dance
- Taking part in whole school events- Different religious events are displayed on a religious calendar in the dining hall.
- Comparing religions and worldwide views through discussion.
- Debating and communicating religious beliefs, worldview and philosophical ideas and asking and answering questions.



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Impact of the RE Curriculum



We are confident our curriculum is successful in the teaching and learning of RE through a variety of monitoring and feedback activities which have taken place through school.

Spire Junior School is committed to ensuring that children flourish and provide a high-quality 'broad and balanced' curriculum where RE topics are also linked (where possible) to our Discover, Explore and Create so that the RE is purposeful and meaningful in regards to year group topics which also helps to enable pupils to meet the End of Key Stage 2 outcomes for RE which can be found below.

Therefore, with that in mind, each religion and key aspect studied in RE has a progression map outlining how skills are repeated and then built upon when studied by each year group to ensure that the children are developing their understanding whilst also exploring the deeper meaning of the religion.

Our Religious Education curriculum has been effectively promoting the development of the cultural capital for our children through a range of visits and activities. These have been designed to explore the children's faiths, beliefs and spiritual awareness as well as an understanding of the world and others around them. For example, Year 4 have visited and been visited by Saints Augustine's church's Reverend this year inline with their learning about Christianity. As well as this, the whole school visited St Mary's church in Chesterfield to celebrate the Christmas tree festival that our Year 5 children had taken part in. Christingles were made with a focus on Christianity and the religious meaning of Christmas with the whole school

To broaden our children's horizons of a range of faiths, there is a planned Multi-Faith guided tour with The Derby Open Centre visiting a Sikh Gurdwara and Mosque in May 2022. This will support the already-embedded teaching of these religions.

Pupil voice interviews have been positive within school and have given the children chance to express their opinions about the teaching and learning of RE in school.