

RE Curriculum Intent

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.

The purpose of RE:

- 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.

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.

Curriculum Implementation

At Spire Junior School, children study RE at least once every two weeks encouraging pupils, irrespective of their faith or belief, to explore questions of spirituality, identity, ethics, discrimination and prejudice.

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.

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.

Religious traditions are to be studied in depth as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:	
4-5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5-7s Key Stage 1	Christians and Muslims or Jewish people
7-11s Key Stage 2	Christians, Muslims, Hindus and Jewish people
11-14s Key Stage 3	Christians, Muslims, Sikhs and Buddhists
14-16s Key Stage 4	Two religions required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96 ¹¹
16-19s RE for all	Religions and worldviews to be selected by schools and colleges as appropriate.

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.

RE Derbyshire Concepts (Twinkl)	What do different people believe about God? What does it mean to be a Christian in Britain today? The Nativity Story	Why do people pray? Why is the bible so important for Christians today?	Christianity & Hinduism Y4 Why is Jesus inspiring to some people? What does it mean to be a Hindu in Britain today?	Judaism Y4 Why do some people think that life is like a journey and what significant experiences mark this?	Good Friday/The Easter Story What can we learn from religion about deciding what is right and wrong? Y3/4	Buddhism Food and Fasting Y4 Why are festivals important to religious communities? (Christians, Hindus and/or Muslims and/or Jewish people)	Forgiveness What does it mean to be a Muslim in Britain today? The true meaning of Christmas Y 5 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Y5	Peace If God is everywhere, why go to a place of worship? (Christians, Hindus and/or Jewish people) Y5	Creation stories (Christian /Judaism/ Hindu/ Islam Is it better to express your beliefs in arts and architecture or in charity and generosity? Y6	Justice and Freedom Why do some people think God exists? Y5	Eternity and Heaven What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Y6	Humanism What do religions say to us when life gets hard? Y6 What matters most to Christians and Humanists? Y6
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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.

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.

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

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.