Religious Education Curriculum Statement

Intent

Through our school vision of 'Opening a World of Learning and Opportunity' we intend to deliver a Religious Education curriculum that will be: ***challenging, relevant, purposeful, flexible, creative and inclusive.***

In doing this we will develop our school values of:



Intent:

At Vigo Primary School, we provide a religious education curriculum that is accessible for all children. We strongly believe that high quality religious education should support the development of children's own values, contribute to the promotion of British values and support children's spiritual, moral, social and cultural development.

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus. At Vigo Primary School, religious education is taught in line with the county agreed syllabus, 'Living Difference III'. Indoctrination and conversion are not part of educational processes and therefore have no place in religious education. Religious education is an educational subject in its own right taught within an educational framework.

Our RE curriculum, which followings the 'Living Difference III' syllabus, teaches religion through concepts. Through careful planning, our children have an opportunity to explore a range of beliefs and practices of members of faith communities through open, fair-minded enquiry. We aim to increase and develop children's spiritual, moral, social and cultural development and attitudes by immersing them in a religious education that allows them to have

first-hand experiences of artifacts, visits and visitors. We plan purposeful outcomes which enable children the chance to show what they have learnt.

Implementation

At Vigo Primary School, we ensure high standards of teaching and learning in religious education by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners. Through religious education, teachers will teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural and multifaith society. Teachers will also encourage children to develop open minds to new and different concepts and to form their own opinions based upon evidence and argument.

At Vigo Primary School we follow the 'Living Difference III' syllabus which teaches RE through an enquiry based cycle. The Living Difference Cycle of Enquiry consists of five key steps:

Communicate and Apply – These require the children to begin by drawing on their own experiences of the concept before exploring what others may think.

Enquire and Contextualise – These encourage pupils to explore and ask questions about the concept, putting the concept into a religious context.

Evaluate – This step allows pupils to discern the value of the concept to themselves and religious believers.

Our Cycle of Enquiry is driven by A, B and C concepts. In Year R and Key Stage 1 children will have opportunities to explore Group A concepts (concepts that are common to all people). At Lower Key Stage 2, pupils will explore a range of A concepts (concepts common to all people) alongside B concepts (concepts shared by many religions). In Upper Key Stage 2, pupils will have an opportunity to explore A concepts (concepts common to all people) B concepts (concepts shared by many religions) and C concepts (concepts distinctive to a particular religion). Through a concept driven curriculum, pupils explore new concepts making links to these within religious beliefs and practices.

Children have opportunities to explore a range of concepts within different religious practices. At Key Stage 1 children explore concepts in Christianity and Judaism and at Key Stage 2 children explore concepts in Christianity, Hinduism and Islam. We offer pupils with opportunities to have first-hand experiences through artifacts, visits, visitors. We believe that these help create

positive attitudes and tolerance towards others of different beliefs and backgrounds