

Crich Junior School



RE

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, our curriculum is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners.

Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary. We provide engaging opportunities where children are immersed in independent problem solving techniques. We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it. Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

Our curriculum is based on the following key principles:

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

Our Unique Intent:

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

I want to be:

**an independent
learner**

resilient

**respectful and
tolerant**

**knowledgeable
and curious**

happy

confident

a team player

creative

**healthy and
active**

**a problem
solver**

kind



Introduction

Our vision for RE at Crich Junior School is to develop the children's cultural awareness, understanding and open-mindedness so that they can understand the world around them. We want our children to develop knowledge and understanding of different world religions. We would like our children to be inquisitive, ask questions and reflect on their own beliefs.

RE is an essential part of the curriculum, giving children knowledge and understanding of religions represented around the world. It contributes to the cultural, social, spiritual and moral life of the children as they gain knowledge and understanding of people around them. By studying RE, children will hopefully develop positive attitudes towards other people who have different views and beliefs to them. Developing knowledge about a variety of religions is essential as children live in a world that is hugely diverse and having an understanding about other people's beliefs and ideas will have a huge impact on the children growing up into respectful, tolerant people. Through the teaching of RE, we strive to inspire pupils' curiosity to find out about other people and their beliefs and why they believe the things they do. We believe that teaching RE will broaden children's thoughts and ideas, challenge preconceived ideas and provide them with positive attitudes towards other people.

Aims

As stated in the Derbyshire and Derby City Agreed Syllabus, the aims of RE are to:

- 1—Know about and understand a range of religions and worldviews so that they can:
 - *describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals*
 - *identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews*
 - *appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.*
- B—Express ideas and insights about the nature, significance and impact of religions and worldviews so that they can:
 - *explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities*
 - *express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues*
 - *appreciate and appraise varied dimensions of religion.*
- C—Gain and deploy the skills needed to engage seriously with religions and worldviews so that they can:
 - *find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively*
 - *enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all*
 - *articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.*

Intent

At Crich Junior School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. We encourage our pupils to be curious and ask increasingly challenging questions about religion, belief, values and human life. They are also encouraged to express their own ideas in response to the learning they engage with and to reflect on their own beliefs, values and experiences. Our curriculum is designed to encourage creativity, imagination, enquiry, discussion, independence and develop vocabulary. Throughout the time children spend at our school, we will ensure children have opportunities to develop positive attitudes and values and to reflect on and relate their learning in Religious Education to their own experiences. Lessons are planned and taught in a sequence using the Derbyshire and Derby City Agreed Syllabus so that knowledge is built throughout the years. We hope that, by year 6, the children will have become respectful and tolerant citizens who develop a positive attitude towards other people who hold religious beliefs different from their own.

Implementation

At Crich Junior School, we use the Derbyshire and Derby City Agreed Syllabus for Religious Education as the basis for our curriculum. For years 3—6, this covers the knowledge, skills and understanding through learning about: Christianity, Islam, Judaism and Hinduism. We will also cover some aspects of Buddhism, Sikhism and non religious worldviews e.g. Humanism. The teaching of RE makes a distinctive contribution to the school curriculum as it allows all pupils to explore and understand what different people believe. Our RE curriculum provides high quality teaching and learning, which in turn enriches the children's learning experiences. Key vocabulary linked to the different religions studied is provided to the children as a key learning focus. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. The children are sometimes given a choice of the level of activity they wish to complete, giving them some ownership to their learning. Throughout our RE lessons, there are lots of opportunity for discussion. At our school, RE is taught in mixed aged groups, on a 4 weekly basis. Each lesson is based around a key question, for example, 'If God is everywhere, why go to a place of worship?' These key questions fit into three strands within RE—Expressing, Living and Believing. The key questions allow us to make links and comparisons between the different religions being studied. Alongside the stand alone RE lessons, we sometimes have activity days based around a religion, where children are taught about 4 different aspects of the religion being studied. We also take part in trips where children are able to visit different places of worship. The children are encouraged to handle religious artefacts where possible and they are taught the importance of doing so respectfully. Being given a wide variety of different learning experiences, allows all learners to take part and it also allows learners to acquire vocabulary linked to the religion. We have strong links with the Baptist Chapel and other local places of worships in and close to the village of Crich. We are also extremely lucky to have members of the local churches visit our school to carry out assemblies each week. We make use of videos where visits aren't possible. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school and a faith community.

Impact

The children at Crich Junior School enjoy learning about other religions and why people choose to follow a particular faith. The children will have a better understanding of the religions taught and they will 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. As such, RE is an invaluable contribution to the curriculum. All children will be more informed about their position in the world, and the decisions they can make impacting their future. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. High quality work will be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.

RE Curriculum Planning

At Crich Junior School, RE is taught in mixed aged groups on a four weekly cycle. The Derbyshire and Derby City Agreed Syllabus is used to form the basis of the planning, ensuring the children are provided with the knowledge, skills and understanding of Christianity, Judaism, Islam and Hinduism. This is the minimum requirement for key stage 2, however, more than this is often taught over a four year period.

Progress, Achievement & Assessment

Children are monitored on a regular basis to check progress and all children are encouraged to take responsibility for their own learning, for example, discussions with the teacher about an area they would like to know more about within a topic. Children are encouraged to make personal assessments of their own work, through evaluating activities and identifying what needs to be improved. We also look back at prior learning with questioning, quizzes, and post-it notes on a regular basis as evidence to see if they remember what they have learnt. Children and adults are also able to recognise the progress being made by regular discussions.

Assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding and knowledge is being achieved and that progress is being made. Feedback and marking is given to the children as soon as possible. This is often done verbally within the lesson.

Spiritual, Moral, Social and Cultural Development

Spiritual development: The teaching of RE can make a significant contribution to the children's spiritual development. It encourages pupils to be reflective about their own beliefs and faiths of others. Pupils are encouraged to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning. We hope children show enjoyment and fascination towards themselves and the world around them and reflect on this with imagination, creativity and curiosity.

Moral development: Children are given opportunities to explore the difference between right and wrong and the consequences of their behaviour and actions. Children are given opportunities to recognise the needs and interests of others as well as themselves and develop characteristics such as truthfulness, kindness, unselfishness and commitments.

Social development: Children are encouraged to work alongside people from other backgrounds and learn from other pupil's beliefs. Children are encouraged to cooperate and resolve conflicts effectively. The British Values - democracy, rule of law, mutual respect, liberty and tolerance - are promoted, with children being encouraged to make a positive contribution to modern Britain.

Cultural development: Students are encouraged to develop an interest in exploring different faiths and cultural diversity. They should show understanding, tolerance and respect towards others in their local, global and national communities. Children are given the opportunity to visit a variety of places of worship during their time at Crich Junior School. They are also provided with opportunities for participation in classroom and whole-school events, including art, music, drama and sport.

The Derbyshire and Derby City Syllabus for RE ensure pupils are given the opportunity:

- To ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.
- To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
- To encourage pupils to articulate their own ideas and experience of religion, belief and spirituality.
- To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and Derby City and our wider world communities and to promote harmony and good community relations.
- To encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
- To assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.
- To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community meeting places and communicating with different social groups across the local community.

The minimum requirement set out in the Derbyshire and Derby City Syllabus for religions to be covered include: Christians, Muslims, Hindus and Jewish people. However, the children will sometimes gain an insight into some of the other main religions, including Buddhism and Sikhism. They will also learn about non-religious world views throughout the key questions.

Derbyshire and Derby City Agreed Syllabus for Religious Education

RE teaching and learning should enable pupils to...

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

RE should enable pupils to:

<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

Derbyshire and Derby City Agreed Syllabus for Religious Education

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.