

## RE Curriculum Statement 2024 – 2025



We live in a geographical location that has limited diversity and, as a result, many of our children have limited experience of the range of cultures and religions found beyond our local area. The Golden Thread that runs through Religious Education at Alverton is to inform and support understanding, compassion and tolerance of the views, opinions and religions of others alongside the ability to debate and discuss these with knowledge.

### Intent

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living (Cornwall Agreed Syllabus 2020 - 2025).

At Alverton School, the RE curriculum follows the Cornwall Agreed Syllabus for Religious Education in ensuring that all pupils can **make sense of a range of religious and non-religious beliefs** so that they can **understand the impact** and significance of religious and non-religious beliefs and **make connections** between religious and non-religious beliefs, concepts practices and ideas studied.

As the world appears to become ever more complex and challenging, it is important that pupils can be prepared for the world they will enter when they leave school. We want our pupils to have the opportunity to develop their knowledge and understanding of different religions and to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives. We are aiming to equip our children with sensitivity and understanding as well as the knowledge necessary to be sympathetic to the beliefs of others.

We are very conscious that we are situated in an area which is not culturally diverse and we place great importance on enabling pupils to develop respect for, and sensitivity to, those whose faiths and beliefs are different from their own. Through this approach our children learn how to become a respectful, global citizen and be able to answer questions with integrity and empathy.

### Implementation

The Cornwall Agreed Syllabus, and our curriculum, sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way in order to develop their understanding and their ability to handle questions of religion and belief. The curriculum is designed to revisit previous learning in a consistent and coherent manner, ensuring previous learning is revised and used as a building block to new learning.

The teaching and learning approach has three interwoven core elements:

#### Making Sense of Beliefs

- identifying and making sense of core religious and non-religious beliefs and concepts;
- understanding what these beliefs mean within their traditions;
- recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

#### Making Connections

- evaluating, reflecting on and connecting the beliefs and practices studied;
- allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world

## Understanding the Impact

- Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

RE is mostly taught as a discrete subject in weekly sessions and is sometimes “blocked”. The syllabus is based on providing the opportunity for children to revisit and build on their prior knowledge of the different beliefs and practices taught across the school. Work is recorded in a variety of ways to best suit the learning and we try to make RE memorable and engaging for our pupils.

We develop pupils’ knowledge and understanding of Christians in all year groups. Key Stage 1 children also learn about Muslims and Jews whilst Key Stage 2 children learn about Muslims, Hindus and Jews. In the EYFS, RE thinks about special people, places, stories and events with a focus on God, Christianity, Easter, Christmas special places and special books. Each year group begins each unit with a core question designed to generate deeper level thinking and discussion constantly developing the ability to sympathise and be understanding of others’ beliefs.

Teaching in RE is open and objective; it does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another. We simply want children to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning and we promote a positive attitude towards everyone, respecting their right to hold different beliefs from our own.

RE offers opportunities for reflection, debate and discussion and it enhances children’s awareness and understanding of religions, beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals, families, communities and cultures. The new syllabus is question-based offering our children the opportunity to consider a range of questions which are designed to challenge and provoke thoughtful answers and responses, whilst supporting a greater understanding of different religions.

## **Supporting Pupils with SEND in RE**

At Alverton, teaching and learning is structured to support all pupils, including those with SEND, to progressively build on identified core knowledge to know, do and remember more. To achieve this, we adapt our curriculum in every subject to remove barriers to learning for pupils with SEND according to their individual needs. Some examples of subject specific adaptations in RE can be found on our SEND Provision in RE document on the RE page of our website.

## **Impact**

At Alverton School, we strive to ensure that all pupils in our school are given ample opportunities to develop their own spiritual awareness, sense of self and awareness of others. Our pupils will have developed respect for, and sensitivity to, those whose faiths and beliefs are different from their own and we strive to create a tolerance and understanding of other religions. Our children should be able to better understand themselves and others and begin to understand the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.

RE offers our children the means by which to understand how other people choose to live, to understand why they choose to live in that way and to develop an understanding of other people’s cultures and ways of life. The children enjoy learning about other religions and, through their RE learning, are able to make links between their own lives and those of others in their community and in the wider world. They will have extended their knowledge and understanding of religions and beliefs and developed an increasing religious vocabulary. They will have learned to reflect on religious questions, offering their own thoughtful and informed views. Outcomes in topic and English books and on displays evidence a broad and balanced RE curriculum and demonstrate the children’s acquisition of identified key knowledge as well as the development of key vocabulary.