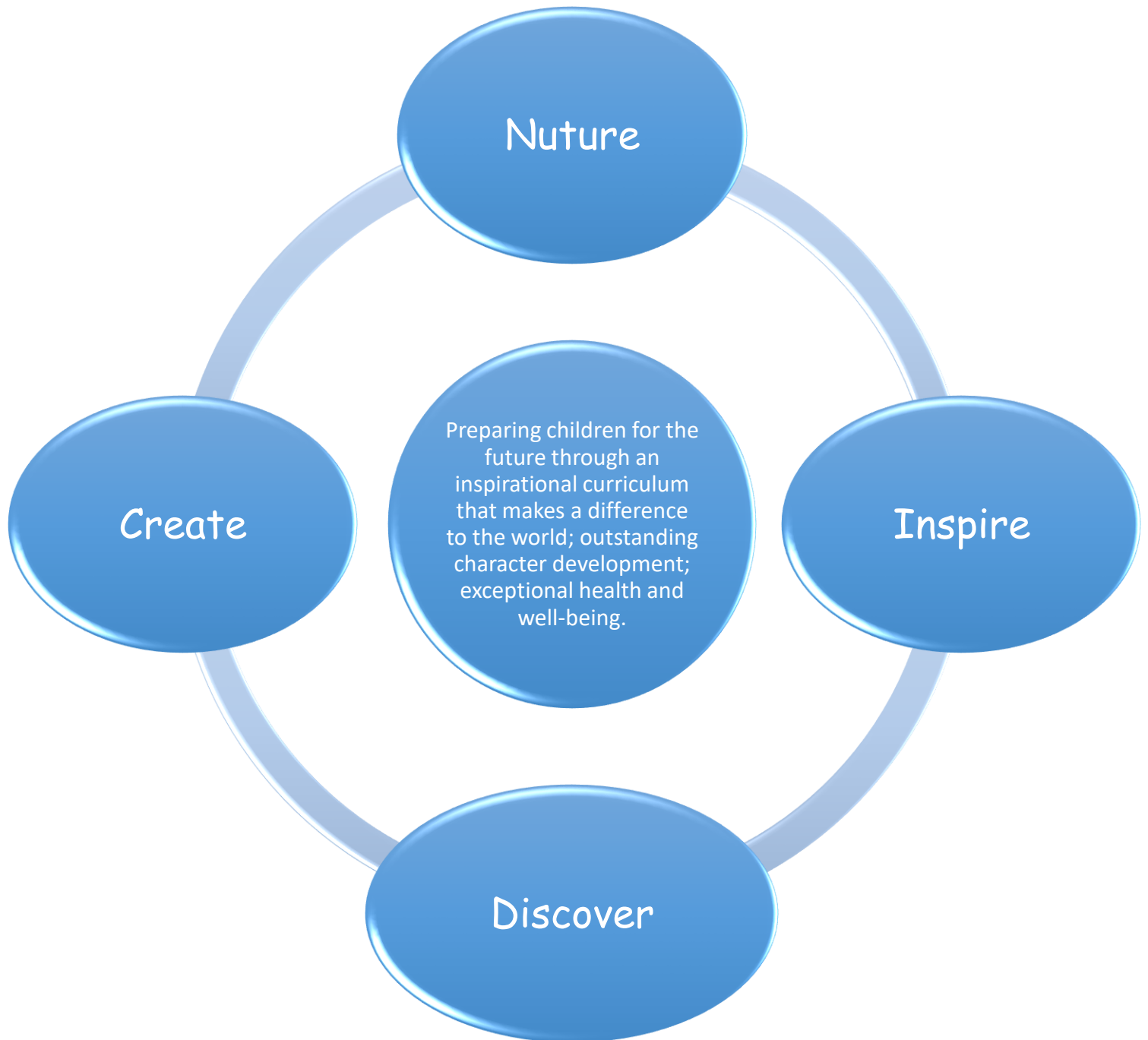




Stathern Primary School
'Nurture, Inspire, Discover, Create'

RE Curriculum Vision and Skills





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Intent and Design – What are we trying to achieve?

Vision

•As a school we aim to:

- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

•In RE we aim to:

- equip children with the necessary knowledge and awareness in the hope to value every person in the school and society, celebrating each and everyones uniqueness. We aim to develop a culture where children feel confident to share their experiences and communicate their beliefs freely and learn about others beliefs and spiritual ways of life.

Motto

- **Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.
- **Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.
- **Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.
- **Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

School Values

- We believe in...
- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.
- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.
- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.
- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.
- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.
- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.
- Working in **partnership with our school community and beyond to build brighter futures**.
- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

Aims of our RE Curriculum

- **Our inspirational RE curriculum will enable**
- Here at Stathern, we provide a curriculum that impliments the principle aim of RE. This is to engage children in a systematic enquiry into significant human questions which religion and world views address, so they can develop the understanding and skills, needed to appreciate and appraise varied responses to questions. We also aim to understand the vital role that we play in helping pupils to broaden their knowledge and understanding of others views and beliefs, how to respond to these and respect the similarities and differences to their beliefs. With a combination of a nurturing environment and an inspiring curriculum, we create multiple opportunities for pupils to set and achieve challenges, both personal and academic, that requires them to be ambitious and develop resilience and perseverance when faced with resistance that may not be in line with their own beliefs. It is our ethos and belief that through the teaching of our curriculum, and with the guidance on applying this to in-class learning and daily life, we will equip our pupils with the fundamental skills needed to face an every changing future.

Learning Intentions

- Our RE curriculum is designed to allow our pupils to learn in more depth from different religions and spiritual ways of life. These are broken into topics that are taught progressively across all key stages.
- We aim to:
- Teach children about different religions, beliefs and ways of life and how that looks in Britain.
- Provide children with the opportunities and knowledge to express their beliefs freely
- Allow children to have the knowledge and understanding to question, explore and share experiences of special beliefs, places and objects
- Provide children with skills to respond to and respect similiarities and differences
- Offer the children vocabulary and words to express their understanding of differen t religions , beliefs and spiritual ways of life courteously
- Teach a curriculum that links closely to school and societal values
- Teach all children to appreciate and respect the views and beliefs of others



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Implementation and Organisation – How will we arrange our learning?



	R	Y1/2	Y3/4	Y5/6	
Skills Progressions 'RE Today Services'	Which stories, people, places and events are special? What is special in our world?	Who is Christian, Muslim and Jewish and what do they believe? What can we learn from sacred books and places? How and why do we celebrate times? What does it mean to belong to a faith? How should we care for others and the world?	What do people believe in God? Why is the Bible so important to Christians today? Why is praying so important? Why are festivals important? Why do some people think life is a journey? What does it mean to be Christian and Hindu in Britain today? What can we learn from religions about deciding between right or wrong?	Why do some people believe life exist? What would Jesus do? Can we live by the values of Jesus in the twenty-first century? What do religions say to us when life gets hard? If God is everywhere why go to a place of worship? Is it better to express beliefs in art or charity? What does it mean to be a Muslim in Britain today? What difference does it make...?	Routes to resilience School Values No Outsiders



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RE Curriculum

YR	Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> • Children can familiar that some books are holy books. • Children can retell stories in a variety of ways and look at how some stories are similar and how they differ • Children can talk about people who are special, including themselves, their peers and members of the wider community • Children are given the opportunity to learn some of the specific people in religious stories • Children can identify the characteristic of 'friendship' • Children can explore a range of special places and find out that some buildings are special for religious believers • Children will share their own special times and those that are special in religions • Children will look at different festivals • Children can think about how each person is unique and valuable and consider religious beliefs about this • Children can think about how the world was created and understand that many religions believed that god designed and created it 	<ul style="list-style-type: none"> • Children can begin to understand what people believe about God and about Jesus, the Son of God. • Children can begin to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. • Children can talk about Islam and find out about Muslim ways of life and beliefs so that pupils can provide thoughtful ideas and viewpoints of their own about some religious and spiritual questions • Children can discuss what they think might be found in a Jewish home and how these objects link to Jewish way of life. • Children focus on learning about the mezuzah, the belief in one God, Shabbat and Chanukah. • Children can explore sacred books from more than one religion • Children can talk about different places of worship for Christians, and either Jewish or Muslim people • Children can explore why and how people celebrate special and sacred times • Children can talk about their network of belonging and how we all belong to someone. This is linked to belonging to a faith community and what this means • Children can learn about what it means to care for others and the world through studying bible stories. 	<ul style="list-style-type: none"> • Children can explore the diverse beliefs about God by looking at different religions and spiritual ways of life • Children can share their thoughts on why the Bible is important to Christians today • Children can explore the different reasons as to why Jesus is considered an inspiring figure by Christians and many other people too. • Children can explore the different religions and spiritual ways of life about prayer: the practise, symbols, words and the significance of prayer, developing their own thoughtful ideas and viewpoints of their own about prayer • Children focus on Easter, Diwali (Hinduism), Pesach (Judaism), Eid ul Fitr (Islam) and how these festivals reminds believers of key beliefs, values, story, hopes and commitment • Children will learn about what Christians do at home, in church and in the wider community and why these things are important to them • Children will learn about what Hindus do at home, spiritual practises and beliefs and why these things are important to them • Children will use the religions of Christianity, Hinduism and Judaism to learn about the religious stories of temptation and understanding what is 'right' 	<ul style="list-style-type: none"> • Children can explore the different religious and non-religious group's belief about God. • Children can enquire into key question raising questions about the nature and existence of God focussing on Christmas ideas. • Children can discuss why people do and don't believe in God • Children can consider examples of what Jesus said and how Christians today respond to the challenges of his teachings • Children explore and learn about different religions and spiritual ways of life, looking at hard times. • Children can discuss the various purposes of a place of worship and its value to believers • Children will learn about what Muslims do at home, the five pillars of Islam, spiritual practises and beliefs and why these things are important to them • Children can share their thoughts on Christianity and Humanism and looking at the similarities and differences • Children can explore three different religions in ways that relate to commitment



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Impact – How well are we achieving our aims?

Impact seen in:

Teacher Assessment	Pupil Voice	Moderation
Work scrutiny	Parental surveys and feedback	Observations and Blinks
Data analysis	Progress of pupils across the curriculum	Staff Questionnaires

Our children will:

Making great progress and have high standards of achievement and attainment	Have a lifelong love of reading and learning and be able to communicate clearly	Be respectful of themselves and demonstrate excellent behaviour
Be confident, positive and independent learners with high aspirations	Have mental wellbeing and make healthy lifestyle choices	Participate in the community and have excellent attendance

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject? What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?