

# RE Curriculum Information

## Intent

It is intended that we will develop in children an interest in what people believe, and why. We will encourage children to have, and show, respect for people's differing beliefs and opinions, and that it is all right to talk about a spiritual aspect to human life as well as the physical and materialistic ones.

We aim to enable the children to:

- confidently express opinions and question other people;
- understand of the effects of Religious beliefs on communities, historically and in the present;
- understand how individuals benefit from, or respond to, their religious beliefs and practices;
- cope in an increasingly mature way with interactions with people who behave and think differently;
- respect oneself and others.

## Implementation

In pursuit of the above aims, children will be given the opportunity to:

- listen and respond to stories and points of view;
- discuss a wide range of subjects and opinions;
- express opinions, or describe personal experiences without being interrupted or being made to feel uncomfortable;
- pose questions arising from their personal thoughts and feelings;
- make visits to places of worship;
- welcome, listen to, and question visitors;
- be able to see, or handle respectfully, articles relating to religious beliefs or practices;
- take part in acts of worship, or ceremonies, and discuss thoughts and feelings about them;
- respond to teaching or activities in a variety of ways, e.g. writing, art, ICT, dance, music.

Planning for Religious Education is based on the Attainment Target and Programmes of Learning in the Staffordshire Agreed Syllabus. The companion document "Religious Education and Spiritual Development in the Early Years" is utilised to support planning in the Foundation Stage.

In each key stage long term planning identifies half-termly RE units. In KS1 and KS2 these units are delivered in a 2 year rolling programme. Medium term plans identify the statements selected from the Programmes of Learning appropriate to the unit of work. Differentiated objectives are stated for each of the four areas identified in the Attainment Target (Issues/Questions; Religion/Content; Meaning/Exploration; Lifestance/Reflection).

In KS1 and KS2 teaching focuses on Christianity, Islam and Hinduism. Teachers also draw on examples from other faiths as deemed appropriate for particular units of work.

#### Foundation Stage:

Religious Education is an entitlement for all registered pupils aged 3-19 (Education Act 1996). For this reason there is provision for children in the Reception class in the Staffordshire Agreed Syllabus.

Children in Nursery classes are not subject to the requirements of the locally Agreed Syllabus, but they are required to cover the religious and spiritual aspects of the Foundation Stage curriculum.

At Princefield RE planning in the Foundation Stage is linked to the following areas of learning; Personal, Social and Emotional development, Knowledge and Understanding of the World, Creative development, Communication, Language and Literacy and the Staffordshire Agreed Syllabus.

#### Impact

Children's work and responses are collected in a class book within the foundation stage. Children's individual work is collated in folders and children in KS2 present their work in individual books. At the end of each unit teachers assess whether children are working towards, working at or working beyond the main objectives.

To be reviewed when necessary