

# Furneux Pelham School Curriculum

## Statement of Intent, Implementation and Impact

“Differences were not meant to divide, but to enrich.”

J. H. Oldham

Subject: RELIGIOUS EDUCATION

Subject Leader: Louise Foley

### Intent

In preparing for their adult life, pupils should be given the opportunity to learn to respond well to a local, national and global landscape of religion and belief diversity. At Furneux Pelham School, the local landscape of diversity is very limited; this lack of local diversity means that our RE curriculum must open the pupils's eyes to national and global diversity. In the context of today's world, RE in our school aims to help our pupils to hold balanced and well-informed conversations about religion and belief - to be religiously literate. Our pupils will access a high quality RE curriculum that engenders an interest in exploring, improving understanding of and showing respect for different faiths, or no faith, and cultural diversity. This will enable them to develop a knowledge and acceptance of religions and worldviews, with the skill to “disagree agreeably”.

Our intention is that our pupils will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living.

# Implementation

With the aim of producing religiously literate pupils, our RE curriculum is structured upon aspects of the following disciplines:

- Theology (believing): looking at where beliefs come from - how they have changed over time, how they are applied differently in different contexts and how they relate to each other;
- Philosophy (thinking and expressing): finding out how and whether things make sense; dealing with questions of morality and ethics; taking seriously the nature of reality, knowledge and existence;
- Social Sciences (living): exploring the diverse ways in which people practise their beliefs; engaging with the impact of beliefs on individuals, communities and societies.

Religious Education is a statutory subject of the curriculum for all pupils and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s71 SSFA 1998) Parents have the right to request that their son or daughter be withdrawn from all or part of the RE provided at school.

Our school syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. (s375 (3) Education Act 1996) We ensure that we comply with the legal requirements by following the Hertfordshire Agreed Syllabus of Religious Education 2017-2022.

We have developed a bespoke RE curriculum, which meets the current needs of children at Furneux Pelham School.

The syllabus is structured to ensure children build a solid knowledge of the six major world religions (Judaism, Hinduism, Sikhism, Christianity, Buddhism and Islam) and the beliefs of those with no religion. It covers the following eight key areas of RE:

- Belief and practices
- Identity and belonging
- Sources of wisdom
- Ultimate questions
- Symbols and actions
- Human responsibility and values
- Justice and fairness
- Prayer, worship and reflection

At Key Stage 1, pupils cover the key areas of RE in the context of Christianity and Judaism. In Year 3, the third Abrahamic religion is added – Islam. At Year 4, 5 and 6 lessons are taught in the context of Christianity, Hinduism, Sikhism and Islam, with Buddhism and Judaism forming the context for one RE day in each academic year of the two year rolling programme.

Religious Education is taught on a weekly basis, but it may be delivered through a class topic or as a whole-school RE day. Units are driven by a key question which is used to develop enquiry skills as well as developing knowledge and understanding in pupils.

Lessons are planned and delivered in a variety of ways ensuring that all pupils can access and participate in lessons. Teachers use a range of teaching and learning styles, including activities such as discussion, role-play, religious stories, games, circle-time, problem-solving activities, use of artefacts and outdoor learning.

At Furneux Pelham Primary School, pupils are informed about a variety of religious festivals that take place throughout the year to demonstrate how people with different religious beliefs live and worship alongside each other. An annual programme of Faith Tours is followed for pupils in Year 4, 5 and 6 which ensures that all pupils have the opportunity to visit a place of worship for all major world religions. This also includes a range of places of worship from a number of different Christian denominations.

Every year group's units of work include:

- The Big Picture, what they will be learning and what they have been taught in previous year groups, to show how this builds upon their previous learning.
- A review to provide feedback and consolidation from previous learning, using a variety of teaching strategies.
- Specific key vocabulary and its meaning.
- Opportunities for the pupils to work interactively, using other curriculum areas e.g music, drama, art, with the teacher acting as the facilitator.
- Individual reflection on the learning.

In order for pupils to know more, remember more and do more in regards to RE, these aspects must be evident in the implementation of the RE curriculum throughout school.

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus, which in turn have been developed in line with guidance produced nationally. These outcomes cover the eight key areas of learning. There is a statement for each key area for each year group and students are assessed these statements at the end of each unit of learning.

We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas cannot always be subject to formal assessment, and yet are central to good RE.

## Impact

By the time pupils leave our school they will have:

- extended their knowledge and understanding of religions and beliefs.
- developed a religious vocabulary and interpret religious symbolism in a variety of forms.
- the ability to reflect upon questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- been given the opportunity to explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society