



Religious Education Curriculum Statement

At Carter's Charity, our vision is to provide our children with a high quality, inclusive education inspired by British Values. Excellent teaching and learning form the basis of all our work delivered through a caring, creative ethos.

Our children are encouraged to have a positive attitude, develop resilience in their approach to learning, become confident in their own ability, independent and motivated to achieve their full potential.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

RE Intent

At Carter's we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage that all pupils will be curious in order to gain a better understanding about the world and to reflect on their own beliefs, values and experiences; this will enable our children to understand the importance of tolerance and will help build them of good character.

We believe that RE is a core element of a child's learning for life. It enables children to learn from and about religion. It equips children to interact with others and understand different world views that may be different to their own views. RE helps us to appreciate the meaning religion and faith has for different people and how this shapes their lives and behaviour. Our curriculum is designed to encourage creativity, enquiry, debate, discussion, research and independence. Our curriculum is inclusive to all. Our intent is:

- To follow the Lancashire Agreed Syllabus SACRE
- To promote the spiritual, moral, cultural, mental and physical development of pupils
- To prepare pupils at Carter's for the opportunities, responsibilities and experiences of later life.
- 'To support pupils' personal search for meaning by exploring answers offered by religion and belief.'

- To teach open minded religious education, which is inclusive: all pupils develop their own beliefs and values through RE.
- For all children to have a broad knowledge of key religions in UK: Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism.
- For children to display understanding, tolerance and values; that are linked with Carter's values

RE Implementation

Religious Education is a statutory subject for all children. Parents have the right to withdraw their child from all or part of Religious Education. We follow The Lancashire Agreed Syllabus SACRE as a basis for our curriculum. It is ambitious for all pupils and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each Key Stage. The syllabus aims to support pupils' personal search for meaning as they explore what it means to be human. It continues to follow the Lancashire Field of Enquiry model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. The syllabus also includes specific advice on effective methods of teaching and assessment. The aim is for teachers to develop the disciplinary knowledge needed to implement the curriculum effectively so that it has a positive impact on pupil achievement.

At the heart of this syllabus is the quest to understand what it is to be human. By learning about religion, we can become more open minded, respectful and achieve greater self-awareness. The skills and attitudes developed through RE can therefore make a significant contribution to promoting British Values and developing greater community cohesion.

EYFS

In the Early Years Foundation Stage curriculum, children learn about special people, special times and special places through Christianity and other beliefs, cultures and celebrations throughout the year. This study reflects the local and national diversity but also a global worldwide view.

RE is taught weekly and progress is based on expected outcomes in the Agreed Syllabus. Our high quality RE curriculum draws together different types of knowledge. Substantive knowledge being the knowledge of religions and traditions and practices and subject specific concepts. Disciplinary knowledge which looks at the ways of knowing this knowledge and finally Personal Knowledge where children build an awareness of their own ideas and values. Assessment is used as a formative tool to ensure any misconceptions are identified and as a summative tool to ensure knowledge is maintained in children's long-term memory.

Children with Special Educational Needs and Disabilities

Our Religious Education curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the RE curriculum. Class teachers will adapt teaching input and provide additional support through scaffolding for any child who requires support. Class teachers are supported by our

SENDCo, in meeting the needs of all learners and pupil passports provide teachers will learning strategies for specific pupils.

More Able Children

Teachers may identify children as more able in Religious Education, either through end of unit summative assessments or through observation in lessons and formative assessments. In Religious Education, we may identify a child as more able if they:

- show high levels of insight into, and discernment beyond, the obvious and ordinary
- make sense of, and draw meaning from, religious symbols, metaphors, texts and practices

RE Impact

* To foster an enjoyment and understanding of Religious Education

- To describe, explain, analyse and investigate a range of religious views allowing appreciation of beliefs and practices and recognising the diversity, meanings and values within and between communities (including their own) and amongst individuals.
- To understand the importance of tolerance which will help build our children of good character.

Assessment in Religious Education is undertaken as part of the school's agreed observation, assessment and planning cycle. Evidence can be generated from notes, photographs, mark making, and floor books as well as that contributed through the knowledge of parents, teachers and other adults. Ongoing assessment should inform the planning of further learning opportunities.

Schools report the outcomes of end of KS2 assessments to the Local Authority for monitoring purposes.

Other forms of quality assurance include subject leader actions, which include lesson observations, book looks, and pupil voice.