



Religious Education curriculum statement

***'Tolerance and celebration of individual differences is the fuel that fires lasting love.'* Tom Hannah**

Intent

At Boston West Academy, we teach RE as a core part of our school curriculum to help our pupils develop their religious literacy in order to prepare them for adult life, enabling them to develop respect and sensitivity for others. We understand religious literacy to be: "our pupils' ability to hold balanced and well-informed conversations about religion and worldviews." We aim to have a curriculum which reflects diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain. It is our intent that RE reflects pupils' own experiences and provides a safe space for discussion. We want our pupils to acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews; develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts; develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK; develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs; enhance their spiritual, moral, social and cultural development by:

- Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them.
- Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience.
- Reflecting on their own beliefs, values and experiences considering their study of religious and other traditions

Where appropriate ideas are explored through drama and outdoor learning in line with our 4 key drivers. Our RE curriculum is ambitious and designed to give all learners including those with SEND the knowledge and skills they need to succeed.

Implementation

The RE curriculum at Boston West Academy, will be provided within legal requirements. These are as follows:

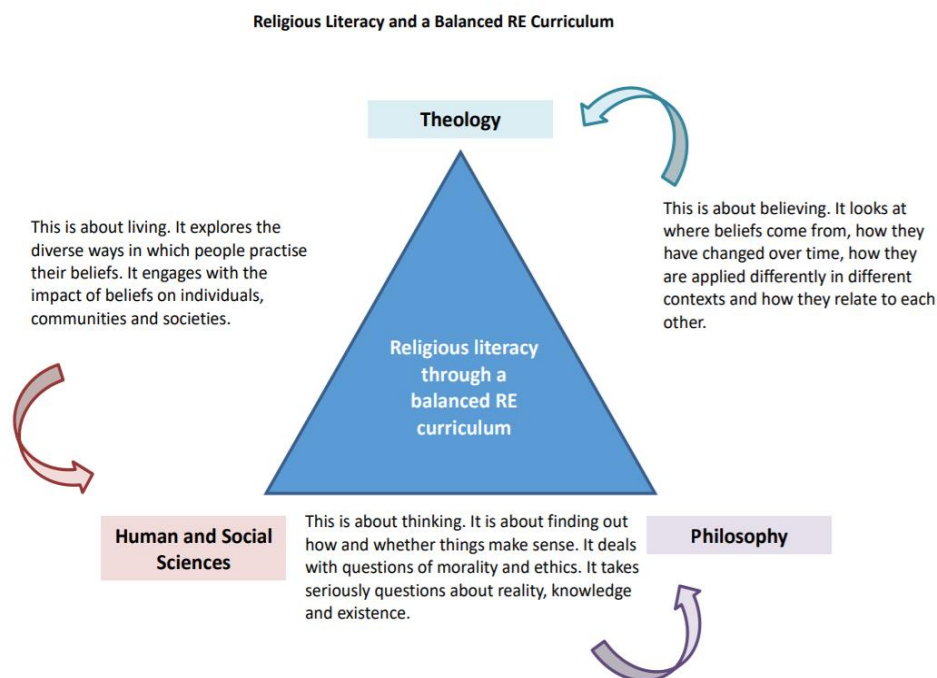
1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire.

In line with the recommendations made by the Dearing Report (1994), we provide the minimum time of 36 hours per year for KS1 (Key Stage 1) and 45 hours per year for KS2 (Key Stage 2). This time is arranged as discrete hour-long lessons per week/in a range of ways, including discrete weekly/fortnightly lessons and RE days. RE forms part of the planning at EYFS (Early Years Foundation Stage); although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals. RE curriculum time does not include values lessons, collective worship or assembly.

Our RE knowledge progression documents are based on the Lincolnshire locally agreed syllabus. There are four key areas of enquiry followed in both Key Stage 1 and Key Stage 2. These are:

1. God: What do people believe about God?
2. Being human: How does faith and belief affect the way people live their lives?
3. Community, worship and celebration: How do people express their religion and beliefs?
4. Life journey: rites of passage: How do people mark important events in life?

RE will be based around termly themes/cross-curricular units. Each year, pupils are taught two compulsory units and one additional unit. These units ensure that pupils are receiving a balance of believing (theology), living (human/social sciences), and thinking (philosophy) through the curriculum, as well as making sure that they are continuously building on prior learning.



At KS1, the principal religions studied will be Christianity and Islam; at KS2, the principal religions studied will be Christianity, Islam and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at Boston West Academy, although they will have learning opportunities that allow them to encounter all these faiths. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their RE curriculum. We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each Key Stage and show the progression of knowledge. In the short term, the class teacher produces slides and resources for each lesson. Teachers are asked to follow the suggested content for teaching and learning in each unit, provided by the Diocesan of Lincoln, RE Adviser. These are discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning. Teaching and Learning Ofsted guidance encourages a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, computing and other teaching strategies are used to enable each child to progress in RE according to their individual needs. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We provide an annual report on each child's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, low stakes quizzes, mind maps and written comments on individual pieces of work.

Working together for success

We have invested in a wide range of appropriate books, artefacts, DVD resources, posters, persona dolls, etc., and the RE Subject Leader audits these resources annually. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE. We consider visits and visitors an essential element of the delivery of good quality RE and an effective way to encounter a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship in Year 1, 3 and 4 and these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. A church, an alternative Christian place of worship and a mosque are visited, as a minimum. We also encourage faith leaders and other members of faith communities to visit Boston West Academy for example for a Harvest Assembly each autumn term.

Impact

- Pupils will have a good knowledge and understanding of Christianity as well as Islam (and Hinduism at KS2)
- Pupils will be able to compare and distinguish between the features of different religions.
- Pupils will ask relevant and deep questions
- Pupils will be able to think critically and reflect.
- Pupils will be able to analyse information to form a judgement
- Pupils will show empathy, considering the thoughts, feelings, experiences, attitudes, beliefs and cause of others.
- Pupils will have a mutual respect and tolerance of those with different faiths and beliefs.
- Pupils will be religiously literate and able to hold balanced and informed conversations about religion and belief
- Pupils will be able to use religious vocabulary
- Pupils will be able to interpret the meaning of sacred texts
- Pupils will gain substantive knowledge (core information about different religious and non-religious traditions and key concepts that are like golden threads through the curriculum) and disciplinary knowledge (specialist knowledge and specialist skills)
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Impact is measured through both formative and summative assessment opportunities. Assessment data is collated three times a year to inform an end of year judgement which is reported to parents.

Working together for success

