



Your word is a lamp to my feet and a *light to my path*" (Psalm 119:105)

*For centuries religious and non-religious world views have sought to explain life's 'Big Questions'; creating a sense of meaning and code by which we can live. By engaging with the beliefs and practices of not just our own culture but of others, we can come to a better understanding of ourselves and our place in society.*

At St. Mary's we intend for the aspirational Religious Education curriculum to enable pupils to leave St. Mary's with:

- ✓ A deep curiosity about worldwide religions, spiritual and ethical issues in which children have the confidence to engage with challenging questions about God, humanity and the world and make links with other areas of knowledge.
- ✓ A demonstrable, informed and respectful understanding of a range of religions and world views
- ✓ The skills of critical analysis, interpretation and justification through which they can engage with the contribution which these belief systems make to the world and the way that beliefs have shaped history
- ✓ The ability to articulate their own beliefs and values whilst respecting that others may hold different views.
- ✓ The self-worth which comes from a clear sense of identity and set of values which enables them to know their place in and contribute positively to a modern, diverse society locally, nationally and globally.

Implementation: How do we deliver the RE curriculum?

- ✓ Pupils are taught key knowledge and skills in clear progression as part of a 2-year cycle, linked closely to the National Curriculum, following a combination of learning as outlined in Understanding Christianity and, for faiths and world-views other than Christianity, the Nottinghamshire Agreed Syllabus for RE.
- ✓ Pupils are taught to be fluent in the vocabulary of Religious Education and theology as they understand the impact which faith and non-faith-based belief systems have on the world at an individual, community and global level.
- ✓ Pupils are equipped to understand the way that beliefs at individual and societal level can impact the world for good and the choices which can impact negatively on others; they engage positively with ultimate questions about God, humanity and the world and challenge stereotypes.
- ✓ A main focus on Christianity is complemented in Key Stage 1 with learning about and from Judaism and, in Key Stage 2, this is further developed by Islam, Hinduism and Humanism & non-faith world views.
- ✓ Weekly lessons are supplemented by themed weeks which may focus on a particular aspect of faith, a means of expressing belief or individuals whose faith has caused them to impact their community and beyond for good.
- ✓ Lessons include opportunities to use transferrable knowledge and skills, for example using art or drama. Engagement with the Spirited Arts programme allows pupils to respond to ultimate questions at a personal level.
- ✓ Visits and visitors, for example to places of worship or to the Multi-faith Roadshow in Southwell form part of the programme of study so that pupils understand the contemporary and dynamic relevance which belief has on the world.
- ✓ The sequence of learning includes opportunities to work collaboratively; for debate and discussion as well as to interpret and evaluate evidence in the search for personal meaning, values and identity.
- ✓ Pupils engage with others respectfully, in the context of the dignity of all as children of God.
- ✓ Engagement with local projects for a particular purpose, for example in collaboration with St Mary's church illustrate the relevance of faith in the past, present and future of the local community.
- ✓ Formative and summative assessment enables careful planning of next steps, with consolidation opportunities built into the sequence of learning.
- ✓ Quality First Teaching will enable all pupils to make progress this is enhanced through appropriate CPD and training, for example from the Diocesan advisers, along with subject monitoring and supportive subject leadership.

Impact: What difference is the curriculum making to our pupils?

- ✓ Pupils will achieve good progress based on prior starting points.
- ✓ Pupils will be ready to progress to the next stage of their learning in RE.
- ✓ Pupils will be excited by and engaged with RE, having a respectful attitude towards religious enquiry.
- ✓ Pupils will have competency and flexibility to adapt their method of working and use prior knowledge to support learning.
- ✓ Pupils will have made connections within and between subjects and understand the way in which belief systems impact on behaviour; having the skills to have begun this journey of self-identity for themselves.

Impact is measured by the triangulation of lesson observations, work scrutiny and pupil voice in addition to assessment outcomes. Subject leader analysis establishes successes, targets and areas for development at individual, class and whole-school level.