



Curriculum Intent, Implementation and Impact Statement for

Religious Education at Priestsic Primary and Nursery School?

Curriculum Purpose: Why study Religious Education at Priestsic Primary?

Why do pupils at Priestsic Primary need to study Religious Education?

Many pupils from our community need to develop an understanding and tolerance of people with different faiths, individuality and British Values. It is important to explore how people view what different religious communities believe and how they engage in religious worship. We have a wide range of good quality resources that help pupils to see what they look like and how they are used through demonstration. Religious Education is often taught in weekly lessons through several mediums, for example once children have learnt about Christianity, they go on a walk to a local church and then create their own church. This demonstrates the wide curriculum links, such as D.T., Art and History. It is important that our school is inclusive of everyone and respectful of their beliefs and faiths. As Britain is becoming increasingly multicultural it is especially crucial that people are respectful and sensitive to other culture's beliefs and values, allowing many cultures to work harmoniously together, showing a mutual respect.

What are the aims of the Religious Education syllabus?

Throughout children's experience at Priestsic Primary and Nursery School we want children to acquire the skills to celebrate diversity, offering an inclusive environment. This is particularly ensuring all children feel they can express their ideas and learn from religion as well as about it. It also allows children to learn to be tolerant of other religions, understand their core beliefs, have an understanding of British Values and be able to think about situations, taking morals and ethics into account. A quote from the Nottingham Agreed Syllabus 2015-2020, which is particularly relevant to Priestsic Primary and Nursery School states 'Religious Education should help pupils to develop a positive attitude towards other people,

respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs'. The curriculum aims to allow pupils to explore British Values, focusing on mutual tolerance, respectful attitudes, democracy, the rule of law and individual liberty. Also learning about a religion could bring peace to someone, perhaps helping their well-being and mental health.

Nottinghamshire Agreed Syllabus 2015-2020 'Religious Education for All':

The Nottinghamshire Agreed Syllabus 2015-2020 for Religious Education aims to ensure that all pupils: - can understand and apply the fundamental principles and concepts of Religious Education. It aims to add a unique contribution of spiritual, moral, social and cultural development of pupils and supports wider community cohesion. This would allow for people to have the foundations to build on, to understand, appreciate and celebrate the rich and diverse (multi-cultural) society in modern day Britain whilst developing a strong sense of belonging to and sharing responsibility for the local area.

What values underpin the current Nottinghamshire Agreed Syllabus content?

Respect: pupils know that their actions towards others based on their faith can affect the feelings of others.

Responsibility: we are responsible pupils by looking after religious artefacts well, for example keeping the Qu'ran in the highest place.

Resilience: We appreciate that Religious Education can be frustrating when you disagree with a peer about faith and work, it can be really hard to rationalise it together until a conclusion or understanding is reached.

Kindness: We show kindness by celebrating the work of others. When evaluating and critiquing work of our peers, we ensure we are polite and considerate.

Independence: We demonstrate our independence through our imagination and creativity when exhibiting and valuing how unique we are, for example when we had 'crazy hair day' in Foundation One.

Self-Belief: Self-Belief is critical in developing thoughts and feelings around faiths, and pupils need to be strong whilst making their own choices and opinions.

How are British Values taught through Religious Education?

British Values are a key feature in the teaching and learning of Religious Education. It inspires tolerance and enables children to think for themselves, exploring five main areas of British Values. These include: mutual tolerance, respectful attitudes, democracy, the rule of law and individual liberty. British Values and Religious Education teach pupils the significance of belonging to a community, exploring morality, the diversity of ethical issues and cultural influences on religious practice.

Why has the specific content knowledge been selected?

The scheme of work for Religious Education covers all of the requirements of the Locally Agreed Syllabus 2015-2020. This specifies that a certain percentage should be spent on different religions. We chose to organise the topics according to when the faith celebration was occurring. It can be taught in thematic topics linked to other curriculum area, where it is relevant and in context. At Priestsic Primary and Nursery School we currently use a bespoke LTP by Bronwen Surgey and it is adapted by teachers accordingly. We build upon the knowledge that was learned the previous year, learning more challenging vocabulary and perhaps being introduced to some further age-appropriate artefacts.

Why is it taught in the order that it is?

It is important to teach Religious Education in the specific order that we do because, as much as possible, we aim for it to link with the significant religious festivals at the time that they occur and are celebrated. This gives the children a more authentic experience of other faiths, learning about that faith's tradition.

How are Religious Education lessons taught at Priestsic Primary?

Pupils study Religious Education weekly or in blocked units throughout the half term. It makes up 5% of the curriculum timetable, as required by the Locally Agreed Syllabus. Parents have the right to withdraw their children in accordance with the *School Standards and Framework Act 1998*. Each week there is an opportunity for children to engage in collective worship through the means of an assembly run by a local Vicar.

Sessions are delivered in three strands: knowing about and understanding religions and world views; expressing and communicating ideas related to religions and world views; gaining and developing the skills for studying religions and world views. Pupils also have the opportunity to apply their learning of British Values, creativity and ethical thinking in other areas of the curriculum, such as, Geography, Art and History when solving problems and taking responsibility for their local area and wider world, such as global warming.

What is the impact?

After the implementation of learning through the Nottinghamshire Agreed Syllabus for Religious Education, children are equipped with the skills to go on to further education. One of the aims of learning Religious Education is that as an adult, in the wider world, they will be respectful of others beliefs and opinions. They will have learned how to embrace Religious Education's teachings as a way of communicating and regarding their own and others thoughts, feelings and opinions. This will help them when they are experiencing a different region or culture, in an ever-increasing multi-cultural Britain, where tolerance is essential.

What links to careers can be made within the Religious Education?

Through studying Religious Education, and potentially aspiring to study it at university level, people develop a wide range of dynamic skills which are transferable to aspirational careers that equip them with the skills and knowledge to become a subject specific lecturer, perhaps teaching subjects such as Ethics or Theology. There is a comprehensible list of good careers linked to the study of Religious Education which promote the diverse range of skills which can be linked to careers including: social worker, charity officer, youth worker or a religious leader (knowing all of the correct vocabulary). People, through their understanding of British Values, could help organise religious events, perhaps through fund raising or giving food gathered from a Harvest Festival to local food banks. They could give pastoral care to those in hospital, those struggling in difficult relationships (counselling) or perhaps people in prison who don't have the religious access to develop their tolerance, learning about morality and to allow them to worship, which could be essential in their rehabilitation.