



Religious Education Statement of Intent

Intent

At Kiveton Park Meadows, RE has a significant role for the development of our pupils' spiritual, moral, social and cultural development. Therefore, we promote respect and open-mindedness towards others with different faiths and beliefs and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection. Our principle aim of teaching RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the beliefs, cultural practices and influence of principle religions, faiths and worldviews in the local, national and wider global community.

The key aims for religious education are reflected in the three 'pillars' of understanding:

1. 'Substantive' knowledge: knowledge about various religious and non-religious traditions.
2. 'Ways of knowing': pupils learn 'how to know' about religion and non-religion.
3. 'Personal knowledge': pupils build awareness of their own presuppositions and values about the religious and non-religious traditions they study.

Implementation

Experiences and enrichment opportunities at Kiveton Park Meadows:

- handling artefacts
- exploring sacred texts
- using drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship, such as St John the Baptist Church, Wales, or making use of videos and the internet
- taking part in whole school events, such as Harvest Festival, Christmas performances, Religious Festival assemblies.
- participating in moments of quiet reflection
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through open discussion
- using P4C for debate and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions within these sessions

Scheme of Work at Kiveton Park Meadows

Following the Rotherham Agreed Syllabus, pupils from Year 3 to Year 6 are taught the knowledge, skills and understanding within three religions (Christianity, Hinduism and Islam) through deeper enquiry. They are encouraged to investigate and consider their findings for these different faiths and religions, therefore becoming more informed to be able to consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

Learning about religion and belief Pupils should be taught to:

- explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence.
- explore how practices are related to beliefs and teachings.
- interpret information about religion and religious beliefs through a range of sources.
- recognise similarities and differences within and between religions and faiths.
- consider how religious and spiritual ideas are expressed.
- describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues.
- use a developed religious vocabulary when discussing and expressing their knowledge and understanding.

Learning from religion and belief Pupils should be taught to:

- reflect on what it means to belong to a faith community and how this relates to them and others' lives.
- recognise and respect how religious practice is conducted in a variety of ways.
- discuss their own and other's views of religion or faith beliefs.
- reflect on morality and how people respond to decisions they are faced with.
- reflect on sources of information and what they and others find value in.

Impact

The impact of being taught this curriculum should enable children to:

- extend their knowledge and understanding of different religions, faiths and beliefs.
- develop a religious vocabulary and interpret religious symbolism in a variety of forms.

- reflect on questions of meaning, offering their own thoughtful and informed insights into religion and secular worldviews.
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society.

The impact of the RE curriculum at Kiveton Park Meadows comes directly from the pupils. By gathering the pupils' voice on the subject, and also using summative assessment, we can then take action to continue to further develop our RE curriculum.