

**COOMBE BISSETT CoE PRIMARY SCHOOL
CURRICULUM STATEMENT FOR RE**

VISION	VALUES	
<p>Together we can: “Soar on wings like eagles, Run and not grow weary, Walk and not be faint.” Isaiah 40:31</p>	<p>Care (love & service) Commitment (friendship & respect) Creativity (solving problems & doing your best)</p>	<p>Belief (trust & hope) Bravery (courage & justice) Brilliance (wisdom & truth)</p>

RE

“No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.” Nelson Mandela

Intent

The Principal Aim of RE in Wiltshire is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.

This syllabus meets this Principal Aim by using two Attainment Targets throughout:

- Attainment target 1: learning about religion and belief
- Attainment target 2: learning from religion and belief

As part of this Principal Aim, RE in Wiltshire aims to:

develop pupils' ...		
knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views	understanding of different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths	understanding of the influence of faith and belief on individuals, communities, societies and cultures
encourage pupils to...		
consider challenging questions of meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human	understand the influence of religion on individuals, families, communities and cultures, and develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own	learn from different religions, beliefs, values and traditions while exploring their own beliefs and responses to questions of meaning
learn about religious and ethical teaching enabling them to make reasoned and informed responses to religious, moral and social issues	develop their sense of identity and belonging, preparing them for life as citizens in a plural global	society develop their own creativity and spirituality, and an appreciation of the creativity and spirituality of others
develop pupils' skills of...		

enquiry and response, using religious vocabulary, questioning and	empathy reflection, expression, interpretation, application, analysis and evaluation of issues of truth, belief, faith and	ethics communicating personal responses to these issues of truth, belief, faith and ethics
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Implementation

- Delivery of a curriculum using the Resources: Wiltshire Agreed Syllabus for RE, Discovery RE, Understanding Christianity, Images of Islam, etc
- Children will be able to:
 - explore a range of artefacts
 - explore aspects of sacred texts
 - use imaginative play or drama to express feelings and attitudes
 - respond to images, games, stories, art, music, dance
 - visit places of worship
 - participate in moments of reflection
 - take part in whole school events
 - further use ICT and the Internet to explore religion and belief globally
 - compare and contrast

Early Years Foundation Stage

Pupils are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

Learning about religion and belief

Pupils should be taught to:

- Talk about religious stories, including Bible stories and the stories behind Christmas and Easter
- Recognise some religious beliefs or teachings
- Identify simple features of religious life and practice
- Recognise some religious words
- Name and recognise some religious symbols
- Recognise some Christian religious artefacts, including those in cultural and religious use (e.g. Christmas cards, Easter eggs and hot cross buns)

Learning from religion and belief

Pupils should be taught to:

- Recognise their own experiences and feelings in religious stories and celebrations
- Recognise there are similarities and differences between theirs and other's lives
- Identify what they find interesting about religious events

- Question what they find puzzling in religious stories
- Say what matters to them and to talk about how to care for others

Key Stage One

During this key stage, pupils are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to other principle religions and can reflect on prior learning as they progress through the units.

Learning about religion and belief

Pupils should be taught to:

- Explore a range of religious stories and religious texts and talk about their meaning
- Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Explore how religious beliefs and ideas are expressed
- Begin to establish a religious vocabulary and suggests meanings for religious symbols

Learning from religion and belief

Pupils should be taught to:

- Reflect on what matters to them and others who hold religious views
- Reflect on moral values of right and wrong
- Recognise there are similarities and differences between theirs and others lives
- Communicate their ideas and ask and respond to questions
- Recognise how religious ideas and beliefs impact people's lives personally and socially

Key Stage Two

During this key stage, pupils are taught the knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, encounter secular world views. Pupils in Year 5 and Year 6 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
- 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 how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they find value in in their own and other's lives