

## Curriculum Statement: Religious Education

*'The essence of all religions is one. Only their approaches are different.'* Mahatma Gandhi

### Whole-School Vision:

At Quest Primary School, we work collaboratively with The Collegiate Trust schools to deliver the shared vision of an **'exceptional education for all.'** We passionately believe that **'Learning Changes Lives'** and are determined that through our school values of **excellence, responsibility and aspiration**, all children will develop to their full potential during their time at Quest Primary.

We have identified the 5 strategies below which form the outline of our offer, to ensure every child receives excellent inclusive teaching as standard. Our teachers use these consistently in lessons and adapt the strategies to the needs of their own class and to individual pupils.

### Whole-School Strategies to Support Inclusive Teaching & Learning

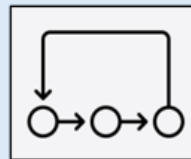
#### Explicit Instruction



#### Checking for Understanding



#### Repeated Exposure



#### Scaffolded Practice



#### Communication



### RE Curriculum Vision:

At Quest Primary School, high-quality RE will support pupils' religious literacy. In the context of our RE curriculum, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

RE is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices. The study of RE should promote a disciplinary orientated academic study of religion, non-religion and worldviews, and thus supports pupils' balanced understanding of the world in which they live.

Through RE lessons, activities, visit, celebrations and assemblies, pupils will be given opportunities to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life. Pupils will also be provided with

opportunities to explore and express their own responses and personal beliefs. An enquiry-based approach is used, with pupils taught to engage-enquire-explore-evaluate and express their understanding of the core questions posed.

At Quest Primary School, we recognise that for our pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum which places our school values at the heart of our curriculum.

### The Quest Primary Values, as realised through our Curriculum

Excellence	Responsibility	Aspiration
Our curriculum is designed to promote excellence in all that we do and learn. Our high expectations of what every child can achieve, ensure that children are given opportunities throughout the planned curriculum, to achieve excellence in their subject knowledge and skills, so that they are ready to move on to the next stage of their learning. Excellence is valued, promoted and celebrated every day at Quest Primary and can be seen in our learning, behaviours and attitudes to all we do.	Our curriculum promotes children developing as responsible learners, taking responsibility for their own learning through their behaviour and actions, as well as supporting the learning of others. Subject curriculums promote how to take responsibility for our physical and mental health, as well as online safety and support our children to be well-rounded individuals and a school community, who understand the impact their words and actions have on others, and their own futures.	Our curriculum is aspirational for all our children, including those with SEND and from disadvantaged backgrounds. It is our intent that all children leave Quest Primary well-prepared for the next stage in their academic careers and with the knowledge and skills required to ensure they can partake successfully in the world around them. Our curriculum supports them to become confident, respectful and well-informed young citizens who believe they can achieve their dreams.

### Intent, Implementation and Impact in RE

Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)	Implementation (What will this look like in the classroom?)	Evidence of Curriculum Impact (How will this be measured?)
<ul style="list-style-type: none"> <li>To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.</li> <li>To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.</li> <li>To gain and deploy skills rooted in theology, philosophy and the human/social sciences</li> </ul>	<ul style="list-style-type: none"> <li><b>A bespoke Quest Primary curriculum</b> is used to deliver learning – this is heavily based upon the <b>Norfolk SACRE</b> scheme of work and follows its key principles.</li> <li>Teachers <b>plan sequences of learning</b> which consider RE through key disciplines – theology (thinking through believing), philosophy (thinking through thinking) and human/social sciences (thinking through living).</li> </ul>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>Children will be able to use appropriate RE subject-specific vocabulary accurately, independently, to demonstrate their understanding.</li> <li>Children will be knowledgeable and tolerant of those of other faiths within the school and act appropriately and responsibly.</li> <li>Children will demonstrate understanding of British Values through their actions.</li> </ul>

<p>engaging critically with religious and non-religious worldviews.</p> <ul style="list-style-type: none"> <li>• To promote the spiritual, moral, cultural, mental and physical development of pupils at Quest Primary and of society.</li> <li>• Prepare pupils at Quest Primary for the opportunities, responsibilities and experiences of later life.</li> <li>• To contribute significantly towards pupils' knowledge and understanding of Spiritual, Moral, Social and Cultural (SMSC) development; Personal, social, health and citizenship education; Reading and writing; Vocabulary development; Spoken language; Numeracy and mathematics; British Values and the Protected Characteristics; and The Prevent Duty.</li> <li>• To broaden schema and embed knowledge of concepts learned in other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Each sequence of learning follows the enquiry approach of 'engage-enquire-explore-evaluate-express.'</li> <li>• <b>Teachers' check for understanding</b> to ensure all children make progress and reflect on learning in response to the core questions.</li> <li>• <b>Key vocabulary</b> is explicitly taught to children as part of quality-first teaching.</li> <li>• <b>Retrieval opportunities</b> are planned for by teachers, to ensure children have opportunity to secure new knowledge.</li> <li>• <b>Foundational knowledge</b> is explicitly planned for, to fill gaps in children's cultural capital and ensure children have a broad range of experiences of the world, to be able to make sense of new learning and build existing schema.</li> <li>• <b>Trips and visits to places of religious significance</b> enhance knowledge and deepen connections, as well as enthuse learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Children's behaviour around the school and towards each other will evidence their understanding of their RE curriculum learning.</li> </ul> <p><b>Children's Work:</b></p> <ul style="list-style-type: none"> <li>• Class floor books will show cohesion between taught sessions with clear end points reached and children working with independence.</li> <li>• Children's learning and responses will be captured in floor books to demonstrate understanding and their progression through the curriculum.</li> <li>• Work may make links to other curriculum areas and children will be able to demonstrate their expanding schema through their responses.</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Will be able to assess understanding and what has been learned through checking for understanding in lessons, as well as work produced and end of unit Ready-to-Progress assessments.</li> </ul> <p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• Will support the school in its aim to teach RE inclusively, without discrimination or prejudice, ensuring that all children and their wider families are tolerant and understanding different religious practices to enable harmonious living in a multi-faith modern society.</li> </ul>
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