



# STATEMENT OF INTENT – R.E.

## Our School Vision

*An Inclusive Community Inspiring Life Long Learners*

### *Intent*

At Alderley Edge Community Primary School, our Religious Education is taught in accordance with the Cheshire East Agreed Syllabus for Religious Education (2016-2021). The intent of our RE curriculum is to deliver a curriculum which is accessible to all learners and will maximise the outcomes for every child. It will also give them the knowledge and cultural capital they need to succeed in life. Our RE curriculum continually evolves to reflect a world that is constantly changing. At Alderley Edge Community Primary School, we aim to equip our pupils with the knowledge and understanding of a range of religions and worldviews and allow our children to understand the relevance of RE in today's modern world and how it affects our lives. We want our pupils to develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect and to articulate clearly and coherently their own personal beliefs, ideas, values and experiences while respecting the right of others to differ. Our RE curriculum also seeks to promote positive attitudes and personal qualities such as enthusiasm, curiosity, reflection, respect and tolerance which are essential for effective learning. We believe Religious Education provides an opportunity to celebrate and show an awareness of differences within our school and the wider world; it is a subject that celebrates diversity and challenges stereotypes. Our intention is that Religious Education also fully supports our core drivers of academic excellence, life-long learning, possibilities and risks and social intelligence so that the children are equipped to carry on learning beyond their primary education. Through Religious Education, we will develop the children's creativity and cross curricular learning to engage children and enrich their experiences in school.

### *Implementation*

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to develop the knowledge and skills to be life-long learners. The Cheshire East Agreed Syllabus for Religious Education (2016-2021), recognises the importance of 'Engaging Encounters with Religion' and 'Reasoned Responses to Religion'. Through the teaching of Religious Education, children are encouraged to engage in exploration of different aspects of religion, developing an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies and cultures. Children learn about different religious beliefs and practices; what people do and how they express themselves. Children learn how to make a reasoned response and an informed judgement about religious and moral issues. They learn to communicate their own beliefs, values and experiences in terms of the spiritual, moral, social and cultural aspects of life. Children develop respect for other people, their beliefs and ways of life.

In Reception, children encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories and children are introduced to subject specific words and use their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In Key Stage One, children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers within a local, national and global context. Children ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

In Key Stage Two, children should extend their knowledge and understanding of religions and worldviews recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. They make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them.

All children will handle artefacts, explore sacred texts, use imaginative play or drama to express feelings and ideas, respond to images, stories, art, music and dance, meet visitors from local religious communities, make visits to religious places of worship during their time at Alderley Edge Community Primary School.

### *Impact*

The implementation of this curriculum ensures that when children leave Alderley Edge Community Primary School, they have an understanding and appreciation for the expression of religions and worldviews in the local, national and wider global community. They will have developed the skills and confidence to express their own beliefs and values. They will recognise and celebrate diversity in society, developing tolerance and respect for themselves and others in a forever changing world.