



# Statement of Intent for Religion & World Views

**Experience Success** ← → **Build Aspiration**

*“Until you spread your wings, you’ll have no idea how far you can fly”*

*Respect • Resilience • Responsibility • Compassion • Curiosity • Trust*

At Bowerhill Primary School our **INTENT** is to enable ALL children to **EXPERIENCE SUCCESS** through **BUILDING ASPIRATION** within them. Equally as important, to **BUILD ASPIRATION** through the **SUCCESS** they **EXPERIENCE**... we want all children to experience just how far they can fly! We will do this through all the opportunities we provide them with, including our curriculum.

## **Intent**

Our RE curriculum is designed to meet the National Curriculum framework for the teaching of RE and the content requirements of the Wiltshire Agreed RE syllabus.

This includes the study of Christianity as the principal religion in line with the Agreed syllabus guidelines as well as Judaism, Islam, Hinduism, Sikhism, Buddhism, and non-religious beliefs.

We value the significant contribution to pupil development from the passionate teaching of RE.

We seek to develop the ability of pupils to investigate RE to achieve a depth of interest, understanding and insight into religion, belief, and their impact.

We aim to encourage pupil’s self-awareness, for them to confidently express their own beliefs but be interested in and respectful towards the beliefs and lifestyles of others in the United Kingdom as well as around the world to foster social cohesion.

We aim to encourage a fascination with our world, our place in it and the contributions we can all make.

## **Implementation**

RE is taught using an enquiry based, ‘big question’ approach, where our learners are encouraged to explore the beliefs, teachings and practices of different religious and non-religious beliefs in order to form possible answers to these ‘big questions’ with ‘joined up’ thinking from evidence.

We also consider the influence of religious and non-religious observance upon individuals, families, communities, and cultures.

Through an entitlement of enquiry and the teaching of ‘key concepts’, our children are challenged to explore issues of truth, belief, faith, and ethics whilst attaining religious literacy to develop a sense of

personal identity, belonging and appreciation of diversity, respect and tolerance through discussion and written work.

In EYFS, work is displayed in a class floor book and child-initiated activities as part of the statutory ELG Framework, particularly in the areas of Personal, Social and Emotional Development and Understanding the World are regularly observed in individual children's Tapestry profiles.

In Key Stage 1 we currently use individual books to record our work but will use floor books from 2022 for consistency.

In Key Stage 2 we use floor books to document our discussions and group, as well as individual work. The floor books celebrate the increased contributions of children working at greater depth in their learning and provide a visual display for each class to read independently or use as a form of reference. The floor books go up to the next class so that children can revisit their learning and use as a resource for further study of the same religion or religious concept.

Currently in EYFS we learn mainly about Christianity with brief references to Judaism and Islam using the Gill Vaisey stories and the 'character' Rev Freddie Fisher and his cat, Puddles.

In Key stage 1 the learning focuses on Christianity and Judaism in Year 1 and Christianity, Islam, and Judaism in year 2.

In lower Key stage 2 we focus on Christianity, Hinduism and an introduction to Buddhism and Humanism as a non-religious world view in year 3 and Christianity, Judaism, Sikhism, and Islam in year 4.

In upper Key stage 2 we focus on Christianity, Hinduism, and Islam in year 5 and Christianity, Islam, Hinduism, as well as Buddhism and Humanism in year 6.

Our RE yearly plan provides a relevant curriculum that meets the personal and spiritual needs of the children, preparing them for adult life, employment, and lifelong learning.

It celebrates opportunities to learn about religious and cultural similarities and values the differences through art, DT, drama, and ICT.

It promotes, skills, knowledge and understanding through circle time, philosophical thinking, and meditative experiences.

### **Impact**

Through the teaching of RE lessons, children at Bowerhill will be respectful of other people's beliefs as well as developing confidence in their own ideas, beliefs and values so they can participate in a positive way in our diverse society.

They should demonstrate an understanding and use of key religious vocabulary in discussing religion and recalling knowledge about it within society.

### **Key Stage 1**

Other specific skills developed through the RE curriculum would include:

- Retelling religious stories from all faiths

- Recognition of religious symbols
- Asking questions
- Sharing ideas and respecting the opinions of others
- Responding kindly to differences and similarities

### **Key Stage 2**

- Making connections between knowledge and a 'wisdom for living'
- Understanding there are different ways of living and religious expression
- Reflecting on personal beliefs and values and that of a believer
- Discussing local and global issues whilst identifying and challenging prejudice.

Lessons will also include developmental skills of:

- Critical thinking
- Religious tolerance
- Investigation and problem solving
- Analysis and evaluation
- Communication

Lessons will also include the development of attitudes such as:

- Curiosity
- Fairness
- Respect
- Empathy
- Awe
- Open mindedness
- Working with others

Claire Hall

Religion and world views subject lead 26/11/2021