

'Religions are different roads converging to the same point. What does it matter that we take different roads as long as we reach the same goal? In reality, there are as many religions as there are individuals.' Gandhi.

Curriculum Aims and Principles

At Greet, we are driven by a collective mission of ensuring that children understand that there are **no limits to what they can achieve**. It is through this relentless ambition and high expectations that we seek to **achieve excellence** for our children, to develop their **social intelligence** and their understanding of how to live **ethical lives**. Our school mission and values form the drumbeat of day-to-day life at Greet. They are the driving forces behind our curriculum design.

Our curriculum has the children of Greet at its heart. It is rooted in our school, our families and our local community whilst ensuring learners are also taught about national and global issues. We endeavour to give our children a strong sense of their own identity and their place in the world, and to respect the same for others. They will know the story of humankind, its place in history and how they can have a positive impact on the future, so they are fully prepared for the challenges of the 21st Century.

All of our curriculum areas are carefully planned and mapped using **our core curriculum principles**. These ensure our curriculum is: **values driven**; focused on **the essentials**; **coherent, connected** and **cumulative**; incorporates **carefully selected knowledge**; **vocabulary rich**; **ambitious**; and **builds cultural capital**. Please see our 'Curriculum Aims and Principles' document for more details.

For all subject areas we have **carefully selected and sequenced the key knowledge and vocabulary** our children need to build the foundations of future academic success. Knowledge and vocabulary are **explicitly mapped on our medium term plans**. This knowledge and vocabulary is **delivered as a minimum requirement**. Content is arranged sequentially and logically with key concepts are revisited in a range of contexts within a year group, across year groups and across subjects. Our curriculum threads link key themes across the school.

RE at Greet

At Greet we develop children's knowledge and understanding of the major world faiths. As a school serving a multi faith community we want every child to leave Greet with the understanding of the different beliefs and practices of the worlds religions so they are fully prepared to live in our diverse modern British society.

The RE curriculum contributes to the personal development and well-being of our children by promoting mutual respect and tolerance. It offers opportunities for self-reflection and spiritual development. Religious education is important because like every other subject, it provides a particular set of materials through which pupils come to understand important things about the world, and themselves. It is the study of religion and beliefs and it stands in the curriculum as a set of ideas and practices which have shaped and continue to shape our world. The business of religious education is an exploration of the influence of religions and beliefs on individuals, culture, behaviour and national life.

Although religious education is not part of the national curriculum is part of the basic curriculum and as such it is an entitlement for every pupil in every school. The 'material' of religious education stands separate as an object for study, critique and as such the personal beliefs of the teacher and pupils are irrelevant. It is every pupil's entitlement to have access to the key concepts underpinning religions and beliefs, whether they are of that tradition, or not.



At Greet we follow the PlanBee curriculum which ensures that all pupils:

- know about and understand a range of religions and worldviews.
- express ideas and insights about the nature, significance and impact of religions and worldviews.
- gain and deploy the skills needed to engage seriously with religions and worldviews.

The characteristics of good quality provision are when teachers keep as close as possible to the fundamental elements of the subject. In RE, these include the following:

- the Bible and sacred texts - these should be the beating heart of religious education. The texts can provide the lens through which to engage with the theological.
- stories from faith traditions - the hadith in Islam, the lives of the saints in the Christian tradition, the wisdom of the Midrash in Judaism, the Ramayana are all fertile sources providing insights into religious beliefs.
- artefacts as ways of understanding belief and practice.
- visits and visitors providing the unique insights of lived religion and belief.
- art and sacred music as ways of understanding and expressing religion.

Entitlements

Through the RE curriculum every child will:

- experience one trip to a place of worship each key stage, for example visiting St Johns Church in Sparkhill in Year 1 at Christmas.
- have access to religious artefacts linked to their unit of work.
- receive a 45 minute lesson of RE or PSHE each week.

Assessment

We assess children's learning of RE in the following ways:

- through retrieval practise at the start of each lesson.
- reflection work in RE books.