



Brompton and Sawdon Community Primary School

Religious Education (R.E.) Curriculum Intent Statement

At Brompton and Sawdon Community Primary School we follow the **North Yorkshire Agreed Syllabus for Religious Education**. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation of the expression of beliefs, cultural practices, and the influence of the principle religions.

Religious Education at Brompton and Sawdon Primary School plays a significant role in the development of pupils' spiritual, moral, social and cultural capital. It promotes **respect** and open-mindedness towards others with different faiths and beliefs, drawing upon our **Rainbow** Pillar to develop an appreciation of the views and beliefs of others, whilst reinforcing our own beliefs and traditions. Pupils also draw upon our **Family** Pillar to develop their sense of identity and belonging through self-awareness and reflection, whilst exploring local, national or global communities and the faith communities within these. The school's **Nature** Pillar is similarly underlined through exploring the role that nature plays in various religions and practices.

Implementation

Experiences and enrichment opportunities at Brompton and Sawdon include:

- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participating in moments of quiet reflection
- participating in regular assemblies delivered by Faith leaders
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, world views and philosophical ideas and answering and asking ultimate questions posed by these
- quickly addressing topical issues related to religion that may appear in local/world news, as well as addressing any misconceptions that may arise from this

Pupils in Class 3 consider the impact of beliefs and practices in greater detail and respond to more challenging, philosophical questions. Regular opportunities to **generate and tackle such questions**, doing so with **resilience, independence and confidence**, will allow our pupils to be **Ready to Fly** in whatever they do.

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.

Impact

We intend that pupils will be able 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 ethical or moral issues
- Use a developed religious vocabulary
- 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
- Extend their knowledge and understanding of religions and beliefs
- Interpret religious symbolism in a variety of forms
- Reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views

- Explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

The impact our RE curriculum is also measured through seeking 'pupil voice' on this subject, allowing actions to be taken to further develop the RE curriculum.