



**Dartmoor**  
MULTI ACADEMY TRUST

## Curriculum Statement Religious Education

Our curriculum has four features:

- is ambitious for all pupils;
- is carefully and coherently planned and sequenced;
- is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;
- is broad and balanced for all pupils

### Intent

At Black Torrington C of E Primary School we believe that a quality RE curriculum should explore big questions about life, to find out what people believe and what difference this make to how they live. It should encourage pupils to question beliefs, issues of right and wrong and what it means to be human. We aim to help pupils to make sense of religion and belief in local, national and global contexts as well as reflecting on their own ideas and ways of living. Through this approach, pupils can gain the knowledge, understanding and skills needed to tackle questions raised by religion and belief.

We want our pupils to understand how religious education enables them to combat prejudice and prepares them for adult life in our multi-cultural society. We believe that RE should enable pupils to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ and agreeing or disagreeing respectfully.

### Implementation

Our curriculum closely follows the aims of the 2019 Devon and Torbay agreed syllabus which explains the value and purposes of RE for all pupils and specifies for teachers what shall be taught in each age group. The syllabus provides a coherent framework for setting high standards of learning in RE and enabling pupils to reach their potential in the subject.

In our schools RE is not simply about gaining knowledge and understanding about religions and beliefs. It also helps pupils to develop their own understanding of the world and how to live, in the light of their learning, developing understanding, skills and attitudes. It makes a significant contribution to pupils' spiritual, moral, social and cultural development, as well as important opportunities for exploring British values.

Teachers teach RE in planned weekly lessons, delivering open, enquiring and exploratory RE, suitable for pupils who have religious faith of their own as well as for those who have no religious faith. They plan using the steps and guidance in the syllabus to underpin their planning (long-, medium- and short-term) and creative classroom practice.

The aims of our RE curriculum are taken from the agreed syllabus:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within

communities

- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

As outlined in our syllabus, our pupils study in depth the religious traditions of the following groups:  
4–5ys Reception Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

5–7ys Key Stage 1 Christians, Jews and Muslims.

7–11ys Key Stage 2 Christians, Muslims, Hindus and Jews.

Consideration of other religions and nonreligious worldviews can occur at any key stage, as appropriate to the school context.

### **Impact**

As a result, we have pupils who can think, talk and ask questions about whether the ideas they have been studying, have something to say to them. They can give reasons for the views they have and for the connections they make between some of the beliefs and practices studied and life in the world today. Our pupils learn to respect the views and beliefs of others and recognise that in our multi-cultural society they will meet people with a wide range of ideas, which won't always match their own. We strive to create open minded, young people who are interested in the world around them and listen to others views with respect.

Links to other policies: RE Policy and Collective worship