



Curriculum Statement for the Teaching and Learning of RE

Intent	It is the aim of the RE curriculum to allow children to learn through an enquiry-based approach to help them develop their ability to explore, ask and answer challenging questions about what people believe in and what differences this makes to how they live. Through the teaching of RE children at Buckton Vale are provided with opportunities to become global citizens, deepening their interest in the world and their place in it.
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	The Teaching of Skills	Lifelong Learning	British Values/ Worldviews
Underpinned by	Through the lessons, children will learn about a range of religions and world views which will help them to recognise diversity which exists with and between communities as well as individuals. This will help them understand and appreciate different ways of life and ways of expressing meaning.	Children will develop their understanding of how belief and practices influence individuals and communities, helping them to reflect on identity and diversity which will help them to understand the various religions and beliefs.	By studying RE, children will develop and use skills needed in our wider world so they can articulate beliefs and values whilst explaining why they can be important in people's lives.

	Curriculum Design	Worldviews	Believing/Living/Expressing
Implementation	By following RE Today, the Tameside agreed syllabus for RE, our curriculum is structured to enable children to learn about the core concepts, whilst allowing them to encounter diverse examples of religion and worldviews. The programme of study helps children to make sense of different religions whilst developing their own beliefs and world views, which in turn provides them with opportunities to make connections to lifelong learning and promote a good understanding of their place in society.	The term 'Worldview' encompasses a broad range of ideas, both religious and non-religious. The focus on organised worldviews and personal worldviews helps to acknowledge diversity within traditions as well as enabling pupils to recognise that members of religious traditions may also have personal views that differ. Organised worldviews include the teaching of traditional religions – Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.	Through the study of RE children will be exposed to the three elements of believing, living and expressing. This is done via discovering in FS, exploring in KS1 and connecting in KS2. Believing explores religious beliefs, teachings, sources, questions about meaning, purpose and truth. Expressing explores religious and spiritual forms of expression and questions about identity and diversity. Living explores religious practices and ways of life alongside questions about values and commitments.



	Cultural Capital	School Experiences	RE and British Values
	<p>It is important that children are well informed citizens ready for the real world. RE covers a wide range of topics that link to religious and non-religious views that allow children to broaden their learning about different communities beyond their own</p>	<p>School partakes in Christian celebrations where Reception and KS1 perform the nativity. Children from different faiths are asked to share their faith if they wish within specific lessons. Parents have also been invited into school to share beliefs with classes. UKS2 have visited a mosque and we are in the process of arranging trips to other religious buildings in line with the curriculum to provide hands on experiences for all children.</p>	<p>RE helps children to understand the importance of mutual tolerance by challenging them to be increasingly respectful and celebrate diversity. It helps nurture a mutual respect between different faiths and beliefs. RE contributes to debating questions linked to life and examines the idea that we all share a responsibility to use our voices, linking to democracy. In RE we learn how individuals learn the difference between good and evil, right and wrong and how they can apply these ideas in their own communities. We look that fairness requires that the law applies equally to all. Linked to identity pupils consider belonging and identity and understanding what it means to live a life free from constraints.</p>

	Pupil Voice	Evidence and Knowledge	Evidence in Skills
Impact outcomes	<p>Children enjoy the discussion and debating element of the curriculum. Books are looked at termly with subject leader and the children allowing them to share their understanding, opinions and subject knowledge.</p>	<p>FAs a school we follow the Tameside agreed syllabus for RE which was relaunched in 2022. The scheme provides a wide range of units and as a school we split them into a 2-year cycle ensuring the full curriculum content is covered.</p>	<p>Children know and understand about a range of religions and worldviews. They can express ideas, significance and impact on religions and worldviews. Research helps pupils to develop their own morals, cultures, understanding of societies and beliefs. Through teaching, children build up positive attitudes towards people from different faiths or of no faith whilst developing an awareness of cultural beliefs different to their own.</p>