

# Curriculum Purpose & Rationale

RE





### Curriculum Purpose: Why study RE at Kings?

#### **Why do students at Ark Kings need to study RE?**

Some pupils we serve are from non-religious backgrounds and may not explore the beliefs of others at home. Birmingham is a multi-cultural city and pupils will encounter people of different beliefs and cultures and therefore need to understand and empathise with the beliefs and practices of people from different religious backgrounds.

#### **What are the aims for the RE curriculum?**

##### **(i.e. What do we want students to be able to know and do by the time they leave Ark Kings Primary?)**

- Explain the key symbols, places of worship, holy books and practices of key world religions
- Apply religious beliefs to the modern world e.g. Islamophobia and know how to be model citizens in promoting tolerance of others
- Know the importance of religious role models and significant individuals
- Compare the beliefs of different religions and non-religious world views
- Understand broader religious concepts such as belief, freedom and rituals, and make comparisons between religions
- To understand how religions have evolved over time and predict how religions may change in the future

#### **What values underpin the curriculum content?**

Tolerance: pupils develop and understanding, acceptance and tolerance of other religions and cultures. Pupils recognise differences between groups of people and their beliefs.

Human rights: Freedom of religious expression and non-religious expression. Freedom of speech coupled with empathy and respect for the other.

Acceptance of difference and diversity within communities. Freedom of thought (every individual should be entitled to make up their own mind about their beliefs).

#### **How are British Values taught through RE?**

In our RE lessons, we aim to foster mutual respect through structured debate and discussion. Pupils are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Much of the RE curriculum is focused on understanding the beliefs and world-views of different people all over the world and through understanding, true tolerance develops.

#### **What links to careers can be made within the RE curriculum?**

Advice worker, Careers adviser, Care assistant, Community development worker, Police officer, Politician, Archivist, HE lecturer, Journalist, Librarian, Minister of religion/religious leader, Museum worker/curator, RE teacher, Television presenter/researcher



### Curriculum Rationale: Why study RE in this way?

#### **Why has the specific content/ domain knowledge been selected?**

Pupils in Key Stage 1 and lower Key Stage 2 build an RE knowledge base around the six major world religions. For example, sacred places, holy books, traditions, religious festivals and significant figures. This is to enable them to understand the faith of others and make comparisons between religions. With this knowledge secure, pupils in upper Key Stage 2 are then able to look at religious concepts in more detail, such as 'belief' where they consider the wider theme and make links to their own lives, culture and community.

#### **Why is it taught in the order that it is?**

Pupils study the 6 major world religions across Key Stage 1. These are then studied in further detail in lower Key Stage 2.

As children reach Year 5, they use their enquiry of the the six world religions to study the concepts of belief, freedom, rituals and life after death. In Year 6, pupils study beliefs in action, religious controversies and the future of religion.

Our school has taken this approach to RE curriculum delivery to allow pupils to make links between religions in Key Stage 1, then build on their knowledge in lower Key Stage 2, before using this to grapple with broader concepts that thread world religions. Pupils at the end of their primary education draw all of their learning together to summarise how religion has changed over time and therefore consider how religion will change in the future.

#### **How are RE lessons delivered at Kings?**

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

#### **What is the impact?**

The children at our school enjoy learning lots about other religions and why people choose, or choose not to follow a religion. Through their RE learning, the children are able to make links between their own lives and those of others in their community and in the wider world. RE acts as a hub, therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

RE offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, RE is invaluable in an ever changing and shrinking world.



### RE Curriculum Aims

#### **What are the aims of specific stages of the curriculum?**

Across key stages 1 and 2, pupils gain an understanding of religion through an enquiry-based approach.

Engage: pupils are 'hooked' by connecting the learning with experience within the classroom.

Enquire/Explore: pupils are engaged by questioning - invited to explore more deeply with the enquiry.

Evaluate: pupils evaluate the impact and effect on individuals and society.

Express: pupils reflect on and express their learning through a creative process.