'Learning for a fuller life...'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW	**Religious Education**

INTENT

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

RE at Taverham VC CE Junior School aims to broaden children's awareness, understanding and tolerance of different belief systems, cultures and lifestyles worldwide, and to encourage and develop in pupils the skills required to interact peacefully with others they will meet in this changing world, who believe, think and live differently. Our intent is to provide pupils with the opportunities to explore some of the key ideas and concepts of major religions and worldviews in a safe environment, investigating and reflecting upon religious values and questions within the three disciplines of RE – theology (believing), philosophy (thinking) and human and social sciences (living). We develop in pupils the 'religious literacy' necessary to 'hold balanced and well-informed conversations about religion and worldviews around the world' (Norfolk Agreed Syllabus 2019) and assess them against the ten Age-Related Expectations in each year group. We meet the expectations of the *Statement of Entitlement* for Church of England schools.

Purpose of the Norfolk Agreed Syllabus for RE (2019): *'High-quality RE will support pupils' religious literacy'… 'being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.'*

SKILLS	KNOWLEDGE
To discover the skills pupils learn and demonstrate at Taverham VC CE Junior School, please see the Theology, Philosophy and Human & Social Science Age-Related Expectations in the Norfolk Agreed Syllabus 2019, which we assess pupils against to determine their level of 'religious literacy.'	Pupils develop and are assessed against the Theology/ Philosophy/ Human & Social Science Age-Related Expectations ('skills'), which are developed through study of a variety of religions/worldviews. Four are at the core: as a CofE school based in the UK, Christianity is studied by all year groups. Islam is the other core religion studied by Years 3/4 and Hinduism in Years 5/6. It is also a legal requirement for all pupils to also study Humanism. The knowledge that pupils at Taverham VC CE Junior School will learn about within, between and across religions/ worldviews, is found within the RE Curriculum Map and the Enquiry Outlines. An overview of where each skill is returned to (for further opportunities for its development) in the four-year period between Year 3 and Year 6 is detailed in our Curriculum Coverage document.

SUPPORT/ ADDITIONAL OPPORTUNITIES:

RE books go up through the school with pupils so pupils can look back upon, revise and build upon pupil-specific prior learning.

Support for SEN/disadvantaged children:	***Additional opportunities for more able children:***
Trips, guest speakers, church visits, use of artefacts, video/audio/pictorial resources, opportunity to show understanding through drawing, notes, mind maps or speaking (assessment is of understanding against the skills (rather than ability to write) so learning can be checked verbally); word mats, TA/ peer/ small group support, pairing confident/less confident readers, speaking/writing frames, think-pair-share, start with the known (e.g. when have you seen lights used as part of celebration? → what festivals do you know specific communities of people celebrate around the world? → The Hindu festival of Diwali). Many of these ideas can be incorporated into a prominent display.	A range of activities such as/ including the drawing of comparisons (between concepts, beliefs (Theology), ideas (Philosophy) and ways of living (Human & Social Sciences) between and across different religions/ worldviews or denominations/ the lived experience within a religion/ worldview); considering motives/ whether ideas are reasonable; considering/ sharing (if appropriate) own opinions and reasoning; conjecture; developing understanding/ use of a range of learnt technical vocabulary in context; questioning/ research; empathy/ understanding perspective.

How does Religious Education contribute to the overall school aims?

(*Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective)*:

At Taverham VC CE Junior School, we use our Christian ethos and vision at the heart of everything we do. In order for pupils to grow to become respectful and tolerant individuals, they need to have an awareness of different belief systems, cultures and lifestyles around the world. To become reflective, they need to discover how beliefs and practices impact on others and to consider how their own beliefs and practices shape their own individuality. In order to become caring, confident and resilient individuals, pupils need to be presented with opportunities to explore core ideas in a variety of religions and worldviews and think critically about whether beliefs are reasonable. At Taverham VC CE Junior School, we encourage and develop in pupils the skills required to interact peacefully with others they will meet in this changing world, who believe, think and live differently, thus becoming responsible, successful and happy adults who are mindful of those around them.

How does Religious Education contribute to the spiritual development of children?

Teaching Religious Education (RE) fosters spiritual development by encouraging students to explore profound questions about life, meaning, and values. It introduces them to various religious beliefs and practices, helping them reflect on their own spirituality. RE promotes personal connection to core values like compassion and forgiveness, and encourages awareness of the transcendent, or something beyond the material world or the explainable. By studying different religious traditions, students also develop empathy and a sense of interconnectedness with others. RE nurtures inner peace through practices like meditation and prayer, and emphasizes the importance of community, supporting a sense of belonging and shared purpose. Overall, RE helps students grow spiritually by guiding them to reflect on life's big questions, connect with deeper values, and develop a sense of meaning and peace.