



Picknalls First School

Religious Education (RE) Curriculum Statement

2024-2025



Intent

At Picknalls First School our whole curriculum is driven by a commitment to fostering creativity, critical thinking, and a love for lifelong learning. We aim to provide a well-rounded education that nurtures each child's unique talents and prepares them for future challenges. We will teach children at Picknalls to have or be:

Skillful - At Picknalls First School we want all children to be skilful, turning new and imaginative ideas into reality through self-expression and a curiosity for learning. Children are encouraged to think creatively in all that they do and explore new ways of solving problems and answering questions.

Teamwork - At Picknalls First School we want all children to value and respect all members of the community. Children at Picknalls will be taught the skills for life to empower them to be good citizens and to contribute to the community.

Aspiration - At Picknalls First School we want all children to aspire towards greatness. To be productive, aim high and succeed. Expanding their knowledge of the world by nurturing their interests as well as encouraging fearlessness of things that are new or unknown by creating exciting, inspiring opportunities.

Resilient - At Picknalls First School we want all children to have the mental and physical resilience to be successful and happy and be confident in tackling all obstacles that come their way.

Through these curriculum drivers we will encourage ALL children at Picknalls to become the stars of the future and shine bright in our community!

Within Religious Education at Picknalls First School we intend to develop our pupil's knowledge and understanding of the major world faiths and prepare them for our multicultural world. We enable children to develop a sound knowledge not only of Christianity but also of other world religions including; Islam, Hinduism, Sikhism, Buddhism and Judaism. We will focus on world religions that are recommended by the Staffordshire Syllabus and our local context. By the end of pupils' education at Picknalls we intend that all pupils will begin to have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint, they would also be open to engaging with the views of others in a plural world.

When delivering RE we intend to:

- Promote the spiritual, moral, social, cultural, mental and physical development of learners at Picknalls and within society
- Develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK
- Develop an understanding of what it means to be committed to a religious tradition
- Be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life
- Develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today
- Develop their investigative and research skills, in order to hold reasoned opinions on religious issues
- Have respect for other people's views, and ability to celebrate diversity in our society

Implementation

We will teach RE through our three main strands of the Staffordshire Agreed Syllabus, which are - **Exploring, Engaging** and **Reflecting**.

Our teaching enables our pupils to extend their own sense of values, and promotes their spiritual growth and development. We encourage our pupils to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Not only will RE be taught to our pupils in their classrooms, they will be taught the key principles of RE within our assemblies, special festivals, special themed days, religious visits and special guest speakers.

We will implement RE at Picknalls First School through our three teaching and learning strands of the Staffordshire Agreed Syllabus, where our pupils will acquire these skills through our substantive concepts which are aspects we will revisit every year in RE to reflect and build on our knowledge;

Exploring – Beliefs

Our pupils develop an increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms. They explore religious beliefs, teachings and practices, acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.

Engaging - Values

Our pupils develop the capacity to engage with ultimate questions and to formulate their own sense of identity and values. They engage with fundamental questions, appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions. Our pupils gain skills to be able to relate the things studied and discussed, to their own experiences.

Reflecting - Belonging

Our pupils develop a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society. They reflect on the reality of religious diversity and on the issues raised by living in a diverse world. They develop skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

We want our pupils to respect all religions, beliefs and communities and we will encourage questioning and discussion within every RE lesson. We may also use art, music, drama, artefacts, dance, film and cooking to enhance our RE lessons and add more ways to explore the teachings of religion.

In our **Early Years Foundation Stage** our pupils have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. Giving our young pupils the familiarity with the presence of major faiths and a wide religious vocabulary raises awareness of the diverse nature of the world around us and provides a structure in which to develop their learning.

In **Key Stage One** our main focus religions are Christianity and Islam. However, we also learn about examples of beliefs and practices from other faiths and world views if they better illustrate the dimension being explored. Our topics involve the teachings of caring, belonging and how different faiths worship and celebrate, which we will then compare.

In **Key Stage Two** a deeper understanding of Christianity, Islam and Hinduism is to be developed and studied in more detail. Here, our pupils will research and investigate different religious studies and be able to compare and contrast with other faiths. However, our pupils will also be learning about examples of beliefs and practices from other faiths and non-religious world views.

Within our RE lessons, we teach our pupils about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility, which links to our teachings of the Fundamental British Values. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. All of our lessons have been carefully planned based on the agreed syllabus programmes of study and dimensions. Our sequence of learning has been discussed and agreed within our pyramid schools which involves our main feeder middle schools to ensure consistency and progression of RE.

Impact

It is our duty to ensure that our young people are able to live in harmony with others and this requires an understanding of religion and the life stances adopted by communities. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Our pupils explore issues of religious faith and values and, in doing so; they develop their knowledge and understanding of the cultural context of their own lives.

Our pupils will be guided through the RE curriculum themes and will have achieved the intended outcomes of the agreed syllabus and our RE substantive concepts by;

- Exploring the issue or dimension, encountering the context, follow up questions and establishing new knowledge concerning religion, belief and world views. **(Explore - Beliefs)**
- Investigating the impact of beliefs and practices on lifestyles, attitudes and action and considering the ways in which beliefs, spiritual insights and ideas are expressed, engaging with fundamental questions to understand why people respond to life as they do. **(Engage - Values)**
- Reflecting on equality and diversity, and on personal responses to these aspects to develop their own standpoints and self-understanding. **(Reflect - Belonging)**

Cultural Capital in Religious Education

Our curriculum in RE aims to enrich the cultural capital of our pupils by providing a comprehensive understanding of diverse religious beliefs and practices. By exploring the traditions, values, and histories of major world religions, we foster respect, empathy, and appreciation for cultural diversity. Through interactive lessons, storytelling, celebrations, discussions and visits to places of worship, our pupils will gain first-hand insights into the role of religion in shaping societies and individual identities. We help our pupils appreciate the rich tapestry of global cultures and develop empathy towards people from different backgrounds. By integrating religious education with the arts, history, and moral education, we encourage our pupils to make meaningful connections and build a foundation of cultural awareness that will support their personal growth and social development. This approach not only broadens their worldview but also prepares them to become thoughtful, respectful, and informed members of our diverse society.

Religious Education Action Plan 2024 2025

- 🔄 To ensure there are planned opportunities for RE enrichment. Including visits to our local church (St. Marys), special guest speakers for talks in assemblies and a KS2 faith trail in Derby – visiting different places of worship.
- 🔄 To monitor the teaching and impact of RE across the school through self-review aspects such as folder scrutiny's and pupil learning conversations. Ensuring all key themes and strands of the RE syllabus are being covered.
- 🔄 To continue to meet/keep in contact regularly with our pyramid/MAT schools to discuss RE and how we can move it forward and ensure we are all inline for our feeder schools.

Written by Mrs Cornes
Religious Education Leader

