



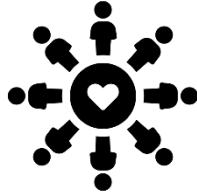
Curriculum Statement for RE at Alder Grove CofE Primary School



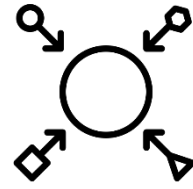
Alder Grove
Church of England Primary School



Community Centred



Proactive Citizenship



Inclusive Education

Intent

Religious Education at Alder Grove CofE Primary School should allow all our pupils to be 'like trees planted along the riverbank, bearing fruit each season' (Psalm 1:3). Our RE curriculum links closely with our school vision and aims of allowing children to put down deep roots to flourish and 'live life in all its fullness' (John 10:10).

In RE, we contribute to the school vision by:

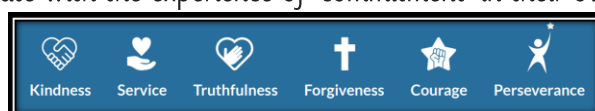
- igniting pupils with a passion for learning and a curiosity to foster life-long learning which will continue beyond our school
- enabling pupils to develop their confidence, self-belief and respect
- creating opportunities for pupils to develop wisdom, knowledge and skills which they can demonstrate across local and global communities. This links to pupils' cultural capital to succeed in life and the Church of England's character education
- Recognise commonality and difference within and between religions – in order to develop respect, openness and curiosity
- encouraging children to show dignity and respect towards the beliefs of others and the environment
- exploring an RE curriculum that reflects the diversity of our community where pupils can relate to their own identities and the identities of others
- having the Christian Values at the heart of our learning
- involving parents/carers in learning

Implementation

The school uses Discovery RE to implement our RE curriculum, which has a four-step enquiry-based approach to learning. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development. This is delivered through these four steps:

Engagement - What is my starting point (human experience) in my own world?

The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment'(?), so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate



to this human experience, they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience).

Investigation - What do I need to KNOW about the world of religion to support my enquiry?

The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question.

Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important.

The acquisition of the factual information about the religion/belief system being studied is important, but not as an end in itself.

Evaluation - What is my answer to the enquiry?

This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry.

Expression - How does this enquiry affect my position/starting point?

Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

Intended Impact

Our chosen scheme, Discovery RE, is planned to ensure that knowledge progresses year on year, giving pupils the knowledge, skills and attitudes that they need to build on their previous learning and reflect on their new learning. We value all beliefs and encourage pupils to become experts; explaining and sharing their customs and practices as a way of bringing out the best from everyone and celebrating diversity. Children will leave Alder Grove with a strong understanding of the beliefs and practices of a range of religions that exist across the world. They will have the ability to question what they are learning and challenge anything that they believe to be prejudice or discriminatory. They will be inquisitive, respectful and kind.

Assessment

Assessments of the children's knowledge and understanding will be ongoing throughout the year. Assessment will include observations, discussions and written outcomes. A summative assessment of whether a child is working at age related expectations plus their attitude to learning RE will be reported to parents/carers in a written annual report.

