

CURRICULUM PRINCIPLES - INTENT



Whole School Curriculum Intent

Our intent is to create active learners who can reflect, question, wonder, think, connect, be self-aware and be resilient. We intend to provide opportunities for our children to build knowledge make meaning and apply understanding across a range of learning experiences. As an increasingly diverse school, the promotion of acceptance and inclusion underpins our curriculum, whilst maintaining our strong Christian values and ethos.

Principle Aim

Manchester Diocese RE Syllabus 2023

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Religious Education Intent

Religious education has a unique place as a central subject and it forms part of the distinctive identity of St Philip's Church of England Primary School. Our aims for RE also reflect the intent of the Manchester Diocese RE syllabus.

At St Philip's we intend to provide learners with knowledge and understanding of Christianity as a living faith and understand other principal World Religions and Worldviews. Through this pupils will develop an understanding of cultures and beliefs whilst promoting an ethos of respect and empathy. We intend to provoke challenging questions and encourage pupils to explore their own beliefs and values, so as to promote their personal, spiritual, moral, social and cultural development.

Through our Religious Education curriculum at St Philip's pupils are able to:

- > Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Recognise areas of common belief and practice between different faiths and those without faith.
- > Recognise faith as a commitment to understanding God and the world.
- > Engage in meaningful and informed dialogue with those of other faiths and those with none.
- Promote a positive and inclusive ethos that champions democratic values and human rights
- > Reflect critically and responsibly on their own spiritual, philosophical and ethical conviction.
- > To become actively responsible members of society and the world

RE Implementation

At St Philip's C of E Primary School we follow the Manchester Diocese RE syllabus that became statutory from September 2024.

Making sense

of beliefs

Understanding

the impact

The overview of the RE curriculum can be found on the school website:

Teaching and learning approach and the aims for RE in Manchester Diocese

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8. Units of study offer content and ideas for enabling pupils to achieve these aims.

Making

connections

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own worldviews – their ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Note: The three elements of this teaching and learning approach also incorporate the elements of the teaching resource, Understanding Christianity: Text Impact Connections (RE Today 2016).

This is recommended for all Church schools within the Unicese, in order to meet the requirements of the Statement of Entillement 2019, which states that: In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that feaching and hearing in Church schools will use an approach that engages with biblicat text and theological ideas.

- identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
 - appreciate and appraise the significance of differer ways of life and ways of expressing meaning

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Children begin each unit with an initial mindmap of what is already known. Children add new learning to this as the unit progresses.

Each session starts with discussion and considered questioning about previous sessions this "Return to Learning". These are used to ensure ensures each child has knowledge to build on and that knowledge is being committed into long-term memory. Units are taught according to the unit overview.

Key vocabulary is taught to link to the lesson and is revisited at the start of each subsequent session. New learning is added to the mind map in a different colour

SEN and Inclusivity

Religious education is made accessible to all pupils through the careful planning, structuring of learning support and scaffolds. It is expected that adaptive teaching practice is used to enable children with additional needs learn alongside their peers.

Resources

Staff make use of a range of resources to support them in curriculum delivery. They make use of faith texts, poetry, music, films and artefacts available. Visits and trips are encouraged to enhance opportunities for learning and engaging with the RE curriculum.

Books are displayed within the reflection areas and on the RE displays that link to the unit being taught. Each child has access to the reading age appropriate class Bible.

RE Impact

At the end of the unit there suggested end of unit assessment tasks. These are key questions with a suggested task to ensure children apply their knowledge and make connections with their learning. Children are encouraged to record their responses in a way that they feel shows their learning.

Children record their learning on a mindmap after each session and add newly acquired knowledge. Teachers update assessments termly following the assessment of the desired outcomes. Children are recorded as working at, above or below.