



Uniquely Different, United Together, Universally Prepared

At South Molton United Church of England Primary School, children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

Curriculum Statement for the teaching and learning of Religious Education and World Views 2022-23

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| <p>INTENT</p> | <p>PRINCIPAL AIM: 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.</p> <p>Religious education and World Views in our school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together, in our ever-changing community. Exploring beliefs and challenging preconceptions will give a safe platform on which everyone can develop their own set of beliefs, engage in discussions from an informed point of view and grow a sensitivity and understanding of those who view things differently. This, then, supports the school's over-arching theme of KOINONIA - building one another up and walking through life's highs and lows together, as we understand each other better.</p> | | |
| | <p>The teaching of knowledge, skills and understanding</p> | <p>The application of skills, knowledge and understanding</p> | <p>Vocabulary</p> |

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| <p>UNDERPINNED BY</p> | <p>The Understanding Christianity and Devon Agreed syllabi have a clear progression in content and skill development. We are following their proposed long term plan: Model 1</p> | <p>The curriculum develops the following skills: investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising and evaluating</p> | <p>See below</p> |
| <p>IMPLEMENTATION</p> | <p>Curriculum Approach</p> <p>Cross-curricular approach to learning: Debates (Philosophical) Drama Music Art Dance Video</p> <p><i>COURAGEOUS ADVOCACY</i></p> | <p>External Stimuli</p> <p>Visits to the parish church Whole school trip to places of worship in Exeter (Cathedral, Synagogue, Mosque) Local clergy talks Email a believer</p> | <p>Extra Curricular Enhancements</p> <p>JAM (Jesus and Me) Club</p> |
| | <p>Resources</p> <p>Understanding Christianity Devon agreed syllabus Local Clergy Visit to Exeter places of Worship Islam/ Hindu/ Judaism artefacts (?) Bibles Request.org.uk Reonline.org.uk YouTube videos</p> | <p>Questioning</p> <p>Each unit is led by a key question, which the children endeavour to answer by the end of the unit, as means of assessment. "I wonder ..." "What if ..."</p> <p>Mirrors, windows, doors (reflective thinking)</p> <p><i>COURAGEOUS ADVOCACY</i></p> | <p>Showcase opportunities</p> <p>Year 3 Harvest Performance Reception Nativity Performance Year 5 Easter Performance Whole school Holy Week Easter story performance Class Collective Worship</p> |

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| | <p>Teaching Approaches</p> <p>Storytelling Godly play Debating Making links with life/ other subjects</p> | <p>Home Learning Opportunities</p> <p>Spirited Arts project 2021 (Too late to enter the competition but lovely ideas for responding, using the arts, around the theme of heaven)</p> | <p>Audience and Purpose</p> <p>Develop presentational skills Create context for 'performing' Increase pride in children's achievement Enable all to shine in different ways</p> |
| <p>IMPACT</p> | <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, knowledge and processes specified in the relevant programme of study.</p> | | |
| | <p>PUPIL VOICE</p> <p>Pupil conferencing Participation in philosophical debates Hot seating Class discussions</p> | <p>EVIDENCE IN KNOWLEDGE</p> <p>Pupil choice in medium for response to RE focus (drama, art, poem, song, dance etc)</p> <p>Verbal explanations of key concepts</p> | |

EVIDENCE IN SKILLS

Pupil conferencing/ Debates/ Class discussions/ Written work demonstrating progression through the building blocks of learning, as identified in the planning

EVIDENCE IN UNDERSTANDING

Pupil conferencing

Use of appropriate 'religious' vocabulary to express knowledge and understanding, both verbally and in written form

Accurate placing of key concepts within 'God's Big Story'

1

**Belief
Community
Christian/ Christianity
Jew/ Judaism
Obedience
Parable**

2

**Muslim/ Islam
Incarnation
Saviour
Crib
Sin
Salvation
forgiveness
Resurrection**

3

**Responsible
Commandments
Temptation
The Fall
Pact
Hypocrite/ Hypocrisy
Deny/ denial
Betray/ betrayal**

4

**Pentecost
Trinity
Bereaved
Virtue
Crucifixion
Sacrifice
Hindu/ Hinduism
Kingdom**

5

**Holy
Omnipotent
Omniscient
Omnipresent
Penance
Absolution
Eucharist
Reconciliation**

6

**Complementary
Conflicting
Secular
Atheist
Agnostic
Prophet/ Prophecies
Sanhedrin**

Key Vocabulary