



# Religion and World Views Intent Statement

## William Rhodes Primary and Nursery School



At William Rhodes our RE curriculum follows the Derbyshire and Derby City Agreed Syllabus for Religious Education (2020-2025). This provides the legal framework for a syllabus for Religious Education for Derby City and Derbyshire schools. This Agreed Syllabus aligns with our school value '**RESPECTFUL**' and enables our children;

- To **recognise, respect and celebrate** the diversity of religious and non-religious views within the British and local community and worldwide
- To support children in **affirming and developing their own beliefs**, values and attitudes through a variety of experiences and activities
- To engage the children through questions which different religious views address so that they can begin to **develop an understanding** and personal view
- To **motivate and enthuse** pupils in their learning **about the community they live in** and to be able to make connections with peers who are different to themselves
- To **support children's understanding of British Values**, such as acceptance, tolerance and respect and will promote spiritual, cultural, social and moral development.

The RE curriculum will also contribute to a whole range of school priorities and be **woven through out Behaviour policy, assemblies, weekly celebrations**, links with the local community and use of visits and visitors and key events throughout the year. Through these experiences, our children will gain insight and knowledge to help equip them as **responsible citizens, ready to contribute positively to our society** and the wider world.

### Implementation: How we will achieve our aims

At William Rhodes, we follow the Derbyshire and Derby City Agreed Syllabus. Through RE learning, our children will **explore big questions about life and the world they live in**. We encourage them to find out what people believe and what difference this makes to how they live, so that they can **make sense of religion and worldviews** and **reflect on their own ideas and ways of living**.

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, children will learn from the **principal religions represented in the UK**, in line with the law, these are: Islam, Hinduism, Sikhism, and Judaism. Careful consideration is also given to the representation of faiths and beliefs within our community and wider local area, but **non-religious viewpoints are also respected**.

In the EYFS, children learn about **belonging and special places**, people, **stories** and times. Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. It allows the children to fully **experience different religions through story, role-play and various play-based activities**. It also allows the children to appreciate and explore their own religions, traditions and customs and develop an **awareness and respect of others**.

In Key Stage 1 and 2 our children learn about Christianity, Judaism and Islam. During this time, they will;

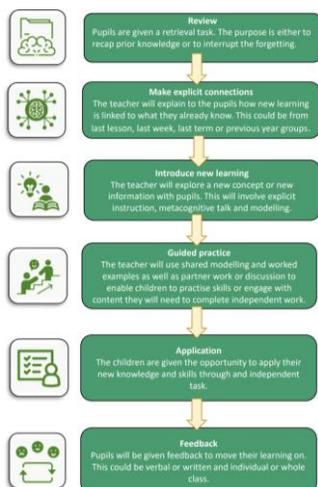
- Explore questions and introduce ideas through key questions based around 3 main strands; **believing, expressing and living**
- Be given opportunities to **challenge inequalities and discrimination** associated with race, religion, culture, gender, or socio-economic group

Our RE curriculum is planned in a **progressive** way, so that we build upon and draw together the knowledge and understanding gained from earlier units in the year and in previous years. This enables the children to **embed and develop their understanding** further and helps to ensure that they have a secure knowledge and understanding when retrieving information when comparing different religions.

Staff are **sensitive to the social and cultural background of the children** and families in the school community. All religions and their communities are **treated with respect** and sensitivity, and **we value the links**, which are, and can be made between home, school, and a faith community.

## Support for Lesson Planning

Teachers use the Derbyshire and Derby City Agreed Syllabus for Religious Education (2020-2025) to aid the planning of RE lessons. Teachers can see the big question and the smaller key questions within it, as well as links to prior knowledge so that teachers can explicitly highlight this to children and help them to connect their learning.



RE lessons follow our 'Making Learning Stick' lesson structure:

Knowledge strips are a tool to help children recall the most important knowledge. These are used to support children in recapping their learning.

Wednesday 17 <sup>th</sup> April 2024		
BIG QUESTION: <i>What does it mean to belong to a faith community?</i>		
Key Question: <i>Do we all belong to something?</i>		
<b>Vocabulary:</b> Belong Community Safe important		<b>Knowledge:</b> That we all belong to something and belonging is an important part of <u>our</u> lives.