



**Little Houghton CEVA Primary School**  
**Curriculum Statement for the Teaching and Learning of RE**  
**Our Vision for Little Houghton CE Primary School**

**'Learning for Life'**

**Through:**

- ❖ **Growth – realising our potential**
  - ❖ **Community – sharing and contributing**
  - ❖ **Spirituality – reflecting and thinking deeply**
  - ❖ **Environment – appreciating local and global environments**
- So that each child can flourish – like a flower of the field (Psalm 103:15)**

Our curriculum vision is reflected in RE through the key concepts of:

**Belief** (believing)

**Values** (thinking and living)

**Belief** or believing refers to an acceptance that something exists or is true, especially without proof, and having trust, faith and confidence in someone or something. This can be linked with our focus on **Spirituality** (the recognition of a feeling that there is something greater than myself) and **Growth** (developing understanding, realising potential).

**Values** refers to thinking and living and refers to principles or standards of behaviour in our school that are judged to be important in life. These can be linked with our focus on **Community** (identifying with the priorities within our school and the wider community) and **Environment** (appreciating these both locally and globally). Our focus on Christian values is key to the Christian distinctiveness of our school, together with our vision of 'Learning for Life'.

### **Intent**

The aims of teaching RE in our school have the key concepts of **belief** and **values** woven throughout.

At Little Houghton Church of England Primary School, we passionately believe that it is vital for all our pupils to learn from and about the Christian religion and other world faiths, so they can understand and appreciate the world around them. We follow the Diocesan Syllabus for Religious Education in the Diocese of Peterborough, together with Understanding Christianity. This develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. It also dovetails substantive knowledge (concepts and content) with disciplinary knowledge (ways of knowing) and personal knowledge. In so doing we are ensuring a balance of breadth and depth in relation to religious and non-religious world views. Our RE learning also prepares children for citizenship in today's diverse society. We feel that children should give a theologically informed and thoughtful account of Christianity as a living and diverse faith, showing an informed and respectful attitude to religions and non-religious worldviews in their own search for God and meaning. We encourage meaningful and informed dialogue about faith and encourage the children to reflect critically and responsibly on their own spiritual, philosophical and ethical views.



## Implementation

We follow a two-year rolling programme covering Christianity and world faiths from the above syllabus. All children have at least one hour per week of Religious Education. This ensures a worldviews and religion approach to RE, which explores the link between practices and how people choose to live.

The Diocesan Syllabus requires that children must study in depth the belief, practice and ways of living of the following:

<b>4-5s Reception</b>	Children will encounter <b>Christian and other worldviews</b> represented in the local area.
<b>5-7s Key Stage 1</b>	<b>Christians for at least 50% of study time and Muslims and Jews</b> Pupils may also learn from other religious and non-religious worldviews in thematic units.
<b>7-11s Key Stage 2</b>	<b>Christians for at least 50% of study time and Hindus, Jews, Muslims and Sikhs</b> Pupils may also learn from other religious and non-religious worldviews in thematic units.

In the Early Years Foundation Stage, the learning outcomes are referenced to Christianity and other worldviews represented in the local area.

- KS1 - Christianity is studied and Muslims and Jews
- KS2 – Christianity is studied and Hindus, Jews, Muslims and Sikhs

The units are planned using a text, impact and connections approach. Emphasis is placed on the key concepts of **belief** and **values (practice and ways of living)**. Children learn where the concepts are found, either in the Bible or other religious text, then delve deeper about how that text impacts on believers. They are presented with 'Big Questions' at the beginning and then at the end of a unit to identify their starting points and then as a means of assessing the new knowledge and understanding that has developed across the unit. Finally, they make their own connections – linking their own understanding and experiences wherever possible. Religious Education lessons are taught in a variety of ways, including drama, art, dance, song and written work. Trips and visiting experts enhance the learning experience. We have six Christian values that are highlighted over a two-year programme and at the end of each term. These values are an integral part of school life and contribute to a strong, shared ethos. They are also celebrated at our local church in Little Houghton, where we also enjoy Harvest, Christmas and Easter celebrations. Our local church leaders regularly visit and link their collective worship with our values, the liturgical year or Religious Education unit.



## Impact

Our Religious Education curriculum is of high quality, well thought out to fit the needs of our children and planned to show progression. We measure the impact through children and their teachers reflecting on the standards achieved, against the planned outcomes, celebrating the learning taking place – sharing learning in collective worship or wall displays around the school and discussions with children about their learning. Children are able to make links with other learning in their curriculum. Children show acceptance and understanding of other cultures and ways of life, which they share with their families and communities. The impact of RE can be seen through discussions with our children, who strive to give a theologically informed and thoughtful account of Christianity as a living and diverse faith. They show an informed and respectful attitude to religions and worldviews in their search for God and meaning. They can engage in meaningful and informed dialogue with those of other faiths and reflect critically and responsibly on their own spiritual, philosophical and ethical convictions. Children at Little Houghton enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their RE learning the children are able to make links between their own lives and those of others in the community and in the wider world, with the focus firmly on the key concepts of **belief** and **values** which permeate all areas of their religious understanding.

