



Our Vision for Religious Education

“We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.”

- Jimmy Carter

“We are formed and moulded by our thoughts. Those whose minds are shaped by selfless thoughts give joy when they speak or act.”

- Gautama Buddha

At Gotham Primary School, we recognise that effective, high-quality religious education in the UK is central to our pupils living a prosperous, inclusive and inspiring life as respectful adult citizens in a culturally diverse society and wider world. It is essential that young people are confident in their core knowledge of worldviews which not only shape our shared history and culture, but which guide their development. Our pupils champion British values of tolerance, respect and individual liberty, engaging with ideas of those who hold varied beliefs and worldviews, both religious and secular, and eschewing harmful stereotyping.

This subject has an important role in preparing pupils for adult life, employment and life-long learning, fostering respect for others whose faiths and beliefs may differ from their own in line with British Values.¹ As well as offering opportunities for personal reflection and spiritual development, we will encourage children to develop their sense of identity and belonging as a citizen within their personal communities and more largely in a diverse national and global society.

As well as the benefits to language, reasoning and memory, the creative and varied Religious Education curriculum at Gotham contributes towards our pupils' sense of achievement and emotional literacy. We provide opportunity for pupils to hold balanced and informed conversation about philosophy, religions and worldviews, promoting community cohesion in partnership with home, community and school. Our ethos is inclusive and open-minded, ensuring our lessons do not seek to persuade, only to promote learning, empathy and personal expression.

Our scheme of learning is taken from the 2021-2026 Agreed Syllabus for RE in Nottingham City and Nottinghamshire schools. We provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience, as well as ensuring they leave Gotham with a secure, informed core knowledge and understanding of the beliefs and practices of religions and worldviews.

The skills taught to our young critical thinkers will empower our children to become resilient, ambitious and open-minded learners. We recognise that Religious Education can enrich the

¹ Nottingham and Nottinghamshire Agreed Syllabus (2009) p. 5
<http://www.rsresources.org.uk/docs/Syllabus/Syllabus09.pdf>

learning of other subjects, such as English, Humanities, PSHE, creative, performing and media arts, and STEM; through complex questioning and opportunities for children to develop their critical thinking, we model problem-solving techniques that deepen pupils' understanding across the curriculum.

Our curriculum follows our whole school approach of metacognition and self-regulation, providing opportunities for children to 'have a go', make mistakes and evaluate independently. We equip children with the tools to activate their prior knowledge, plan, monitor and evaluate. Children reflect on their own work and the work of others, **"being the best we can be together."**

National Curriculum of Religious Education

Purpose of study

The aim of Religious Education is that pupils will know about and understand a range of religions and worldviews. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion. Every pupil has a legal entitlement to RE as part of our 'broad and balanced curriculum'.

The national curriculum for Religious Education aims to ensure the following:

- offer a curriculum which is balanced and broadly based
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life."
- teach religious education to pupils at every key stage.²

The aim of RE at Gotham is to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom¹ found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
- Appreciate and appraise varied dimensions of religion².

² DfE National Curriculum Framework, July 2013, page 4

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

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Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content⁴

Reception Foundation Stage

- F1 Which stories are special and why?
- F2 Which people are special and why?
- F3 What places are special and why?
- F4 What times are special and why?
- F5 Belonging: who are we and how do we belong?
- F6 Our wonderful world: how can we care for living things and the earth?

Key stage 1

Pupils should be taught:

Know about and understand religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills for learning from religions and worldviews
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

³ 2021-2026 Agreed Syllabus, p.10

⁴ Subject content for Foundation Stage, Key Stage 1 and Key Stage 2 are taken from the 2021-26 Agreed Syllabus, p.24, p.25 and p. 37 respectively.

Key stage 2

Pupils should be taught to extend their knowledge and understanding of religions and worldviews; they are encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life, justifying their ideas and views with supporting statements or evidence.

Pupils should be taught:

Know about and understand religions and worldviews	Express ideas and insights into the significance of religion and worldviews	Gain and deploy skills for engaging with religions and worldviews
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Religious Education at Gotham is given sufficient curriculum time to cover the breadth and depth of the themes outlined.

Subject to post-pandemic regulations, it is our intention that children have the opportunity to visit places of worship either in person or virtually, or benefit from visits from members of faith communities to contribute to their understanding.

References

- Nottingham and Nottinghamshire Agreed Syllabus (2009)
<http://www.rsresources.org.uk/docs/Syllabus/Syllabus09.pdf>
- Nottingham and Nottinghamshire Agreed Syllabus 2021-2026

- SACRE and Religious Education <http://www.nottinghamschools.org.uk/leadership-and-management-support/partnerships/standing-advisory-council-for-religious-education/>
- RE Resource Centre. (rsresources.org.uk P013)
- “All have a duty to ‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the ‘Prevent’ strategy in 2011.” <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published#:~:text=All%20have%20a%20duty%20to,'Prevent'%20strategy%20in%202011.>
- Promoting British Values as Part of SMSC in Schools <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>
- DfE National Curriculum Framework, July 2013 <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>