



Religious Education Intent at Pitmaston

“Differences were not meant to divide but to enrich” – J H Oldham

Our Religious Education curriculum covers many of the world’s religions through an equality driven Worcestershire framework. We aim to provide pupils with the knowledge, skills and understanding to appreciate religious beliefs around the world and celebrate different opinions. By embracing cultural and religious diversity through our contextualised curriculum, we are ensuring that our children become more informed, reflective members of our society. We want children at Pitmaston to leave with an understanding and passion for celebrating different religions and worldviews, with a focus on respecting all beliefs.

Implementation:

At Pitmaston, our Religious Education curriculum is driven by the Worcestershire Agreed Syllabus based on three fundamental principles – making connections, making sense of beliefs and understanding the impact of these beliefs. Children from Early Years to Year 6 engage in weekly RE lessons that enable the children to develop a holistic understanding of the religious beliefs and worldviews that our applicable to our local area. Our teachers equip pupils with the ability to ask perceptive questions, think critically, weigh evidence, analyse arguments, and develop perspective and judgement. Their disciplinary knowledge has been carefully mapped out in line with the Worcestershire Agreed Syllabus to ensure that children make progress in the skills required to have a deep understanding of RE.

Our curriculum has been designed so that opportunities for retrieval of prior learning are embedded into lessons through a variety of retrieval based activities. This ensures that whilst pupils continue to learn more, they are also remembering more and are able to draw parallels with other religious and non-religious cultures, beliefs and events. Children will visit places of worship to

enhance their understanding of the different religions that are covered and develop a deeper understanding of what it looks like for someone to follow a religion.

We have ensured that the children are provided with a rich vocabulary that is progressive throughout their primary education. We recognise that a rich vocabulary will lead to better outcomes for all pupils, and particularly for those who might not be exposed to such language outside school. This progressive and rich vocabulary also allows children to access a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology. This ensures pupils have a secure understanding of religious vocabulary and feel confident in using this when expressing their own beliefs as well as valuing and respecting other’s beliefs too.

Impact:

In order to support teachers in exploring the selected beliefs, this syllabus sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. Following the Worcestershire Agreed Syllabus allows us to identify the substantive knowledge that we anticipate children will gain at the end of each lesson. Using this formative assessment approach, we are able to identify areas of the syllabus that children both exceed in as well as areas where misconceptions have occurred. This then allows teachers to address misconceptions through carefully planned lessons and detailed discussions.

Retrieval activities ensure that the substantive knowledge is effectively embedded into the long term memory of our pupils. The curriculum leader for religious education, as well as other leaders within school, ensure that regular monitoring through pupil voice, book trawls and data analysis, embed the most effective delivery of lessons and the highest quality of teaching and learning for all of our pupils.

