

## **Salway Ash Primary School**

### **RE Curriculum Statement**

#### **Intent**

Salway Ash Primary School is a Church of England Voluntary Aided School and part of the Salisbury Diocese. In accordance with the agreed syllabus, Religious Education at Salway Ash:

- Is open and objective. It does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
- Endeavours to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- Promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- Recognises similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
- Is not the same as collective worship, which has its own place in the educational life of the school, contributing to an informed, reflective, compassionate and caring school community.
- Promotes community cohesion through linking with partner schools.
- Recognises and celebrates the range of cultures and diversity of the school through workshops, assemblies and shared experiences of staff, children and people from the local community.

The RE curriculum at Salway Ash Primary School is organised to support the development of children's knowledge of religious and non-religious beliefs and worldviews, practices and ways of life and enable children to make links between these. It also develops children's knowledge and understanding of the different members of our rich community. Knowledge and skills are supported by first-hand experiences, including visits to local places of worship. Knowledge and skills are mapped to support children's understanding of religion and faith. The RE curriculum is also designed to support positive attitudes and values, and encourage children to reflect and relate learning to their own experience. Children learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, as part of its commitment to ensure mutual respect and tolerance for those with different faiths.

We have a whole school RE programme which includes Understanding Christianity and the main source and Discovery RE as our source of planning and resources for other religions.

The syllabus recommends that any themes or 'Big Questions' are explored by investigating and reflecting on the responses of more than one religion or belief system. The Understanding Christianity units include an exploration of these themes or big questions through different perspectives and allow children to 'dig deeper' once they have grasped the theme and ideas. For example, the Big Question of 'Creation and Science: Conflicting or Complementary?' in the year 6 unit is investigated through a variety of religious responses. Each unit encourages and promotes the contemplation of key concepts or themes within religions and comparing these with responses in other faiths, religions and belief systems.

The syllabus has been created in a cyclical format to enable children to revisit and build on prior knowledge of the different beliefs and practices taught across the school.

At Salway Ash, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions to support their spiritual, moral, social and cultural development.

## **Implementation**

RE is taught in a weekly topic block each half term. Coverage is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. The Christian festivals of Christmas and Easter are timetabled into the rolling programme so that children can get immersed in the festivals. We participate in visits to our local church for Harvest and Christmas services. Work is recorded and is evidenced with a variety of outcomes, including written pieces, artwork and photographs.

As children progress through the programme of study, they are able to look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts focusing on

## **Impact**

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school and local community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.