

CLIFTONVILLE PRIMARY SCHOOL



OUR MISSION

As an outstanding school, we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world

RE VISION AND CURRICULUM STATEMENT

At Cliftonville Primary School the principal aim of our RE curriculum is to engage pupils in an exploration of significant human questions which religion and worldviews address so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. We endeavour to broaden pupils' horizons and build their cultural capital through a curriculum which progressively builds their knowledge and understanding of a wide range of religions and worldviews, equipping them with the skills to question, debate and articulate their responses.

Our curriculum follows the Kent Agreed Syllabus for RE and is based on the associated RE Today scheme of work. The following three aims for our pupils elaborate the principal aim and run through every RE topic.

- To know about and understand a range of religions and worldviews
- To express ideas and insights about the nature, significance and impact of religions and worldviews
- To gain and deploy skills needed to engage seriously with religions and worldviews.

The RE topics are all framed around a key question, many of which explore more than one religion or worldview alongside each other. The topics in Key Stage 1 are based on Christianity and Islam and the Key Stage 2 topics cover Christianity, Islam, Hinduism and Judaism. The curriculum is carefully sequenced throughout EYFS, Key Stage 1 and Key Stage 2 to equip pupils with the skills and knowledge necessary for them to fully access the Key Stage 3 RE curriculum.

Teaching RE terminology and equipping pupils with the vocabulary with which to articulate their questions, ideas, opinions and values is a core part of a curriculum which has a large discussion component. Pupils are challenged to use this vocabulary both orally and in written work.

RE naturally links with a variety of other subjects and teachers maximise the opportunities that this affords. In written RE tasks, expectations match those of English lessons and RE lessons provide a rich context for developing speaking and listening skills. Themes explored in RE contribute significantly to pupils' personal, spiritual, moral, social and cultural development which forms a major part of the PSHE curriculum too. Through the study of world religions, pupils broaden their historical knowledge and understand the role of art as a way of exploring and expressing faith. These cross-curricular opportunities enable pupils to make connections which deepen their subject knowledge, as well as their understanding of how subjects relate to each other in the wider world.