



Religious Education Curriculum Statement **Northern Parade Federated Schools**



Intent

At Northern Parade Schools we use the 2014 Primary National Curriculum for Religious Education, accompanied by the Living Difference III agreed syllabus. Our aim is to provide a high-quality Religious education which encourages all children to explore and interpret a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. Children are helped to understand and respect the position of others who do not hold the same or any religious beliefs and to encourage children to adopt a reflective approach to life.

The purpose of the curriculum is to provide every child with essential skills to support their development, enable them to apply previously learnt knowledge, and build upon these skills as they continue their learning journey through the key stages.

Implementation

Within the implementation of our curriculum, teachers are encouraged to explore concepts through enquiry. We use three interconnected groups to support this...

- A concepts common to all people.
- B concepts shared by many religions.
- C concepts distinctive to particular religions.

Once concepts A and B have been fully explored and understood by pupils, they can develop their skills and build upon concepts within C concepts in upper key stage 2. At Northern Parade (supported by living difference III), the steps of the cycle of enquiry, which we take together, are: Communicate, Apply, Enquire, Contextualise and Evaluate. These skills, collaboratively offer a secure process by which children can be introduced to what a religious way of looking at the world may offer. Across Northern Parade Schools, RE is taught as a subject, where we create and explore links with PSHE, the British Values and our core school values. Our curriculum creates curiosity and encourages children to think, make connections, reflect and ask questions about the world around them.

Northern Parade Schools cover the 6 main faiths -Christianity, Hinduism, Judaism, Islam, Buddhism and Sikhism.

Impact

Our aim is to encourage a reflective approach to the different concepts, beliefs and practices within religion and to learn and explore the 6 main faiths starting with Christianity and Hinduism in key stage 1.

All children will have had the opportunity to reflect, analyse, discuss, debate and to explore and discover the world in which they live. They will have developed an awareness of the meaning of a multicultural society and be able to empathise, respect and understand people from different walks of life, faiths, and ethnic backgrounds. They will understand tolerance and will be equipped with religious literacy skills that will last a lifetime.

Review

When:

By whom:

Agreed:

**TEAMWORK
TRIO**



**RESILIENT
RUBY**



**INDEPENDENT
ISAAC**



**CHALLENGE
CHARLIE**



**CREATIVE
CHRISTOPH**

