

Stowford School

Curriculum Statement for Religious Education



Intent:

The principle intent of the RE curriculum is to explore what people believe and what difference this makes as to how they live, so that children can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

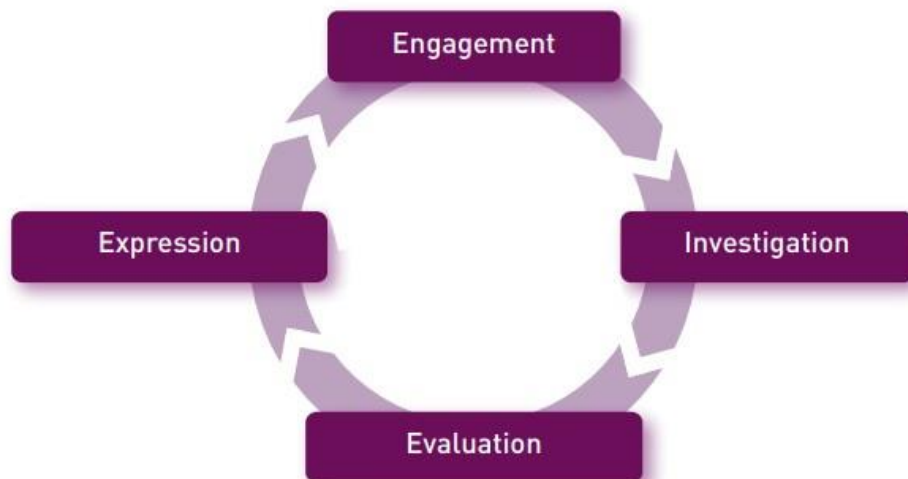


Implementation:

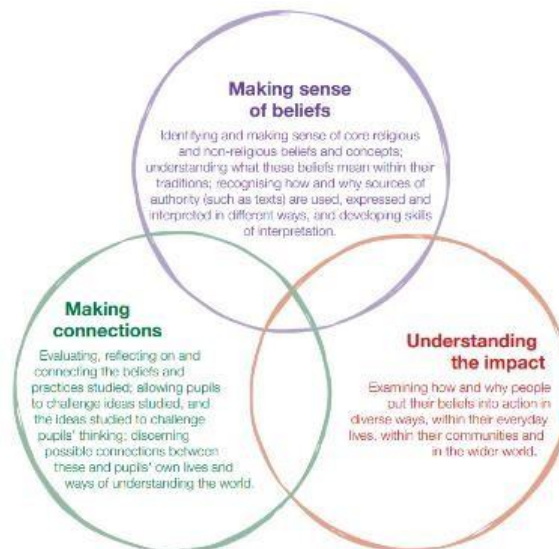
At Stowford School, we follow Discovery RE which is based on the RE Devon syllabus

How is the planning set out in Discovery RE?

Discovery RE advocates an enquiry-based approach with a 4-step process



And including the following interconnection of concepts:



In Key stage 2 Stowford teaches the Opening Worlds curriculum for RE.

The religion programme is compatible with the objectives of most SACRE locally agreed syllabuses in RE but substantially exceeds the knowledge-base and the resourcing that such local RE syllabuses offer. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and by intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of their parts.

The Opening Worlds curriculum encompasses:

- thoroughness in knowledge-building, achieved through intricate coherence and tight sequencing;
- global and cultural breadth, embracing wide diversity across ethnicity, gender, region and community;
- rapid impact on literacy through systematic introduction and revisiting of new vocabulary;
- subject-specific disciplinary rigour, teaching pupils to interpret and argue, to advance and weigh claims, and to understand the distinctive ways in which subject traditions enquire and seek truth;
- well-told stories: beautifully written narratives and the nurture of teachers' own story-telling art;
- a highly inclusive approach, secured partly through common knowledge (giving access to common language) and partly through thorough high-leverage teaching that is pacy, oral, interactive and fun;

The RE subject leader keeps up to date and develops subject knowledge for themselves and for staff. A whole schools view is gained by ensuring continuity and progression of skills. Through monitoring, the subject leader focuses on children's learning and progress. This is based on learning walks, discussion with pupils and staff, looking at books and professional discussions. This then becomes linked to CPD and opportunities to share good practice.

The RE curriculum provides a rich experience for all children in which they can develop skills to explore, access knowledge and make connections across all learning.



Impact:

The principal impact is that children have the chance to explore what people believe and what difference this makes as to how they live, so that children can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living in order to take their place in modern Britain with an attitude of tolerance and understanding.