



The Religious Education (RE) Curriculum at Northleaze – Intent

At Northleaze, we believe that religious education provides opportunities for children to pose challenging questions and engage in personal reflection about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. Religious education (RE) develops children's knowledge and understanding of religious beliefs including Christianity and other leading world faiths, other religious traditions and world views.

RE offers opportunities for personal reflection and spiritual development. RE plays an important role in preparing children for adult life and lifelong learning. It recognises that children of the 21st century are growing up in a diverse society. Through participating in RE lessons, children will develop greater knowledge, understanding and tolerance of other world faiths. It enables children to develop respect and sensitivity to others. Thus, it contributes to children's wellbeing and it is hoped that through greater understanding of different faiths, communities will be able to live and work together effectively.

Key features of Religious Education (RE) lessons at Northleaze – Implementation

At Northleaze we follow the locally agreed syllabus (Awareness Mystery Value) as our legal framework for RE. We supplement this using the Understanding Christianity (Church of England) scheme of work. Our RE curriculum ensures children experience the required 50% or more of work on Christianity, as well as covering the main religious worldviews including Judaism, Hinduism, Islam, Buddhism, Sikhism and Humanism. The teaching of these units is delivered through an hour per week of learning or blocked work over a term if appropriate.

We seek to enrich RE learning using a range of learning activities and approaches. These may include linking to the local church; using visits and visitors wherever possible; engaging with real religious artefacts and texts and embracing the use of technology and creative arts such as music and art. We seek to make links with the children's own experiences of the world and developing beliefs, and we make connections to our values curriculum and PSHE where possible.

In recent years the school has adopted six key values – responsibility, creativity, respect, compassion, resilience and friendship- that underpin all that we do. A termly focus of each value through collective worship enables children to delve into and explore each value more deeply. Children who embody each value are recognised in a weekly celebration assembly and on the Values tree which has a prominent place in the centre of the school. Examples of them 'living out' the values are displayed as leaves on the tree.

Wider opportunities: The school has always enjoyed a close relationship with All Saints church, with four church services each year and the vicar coming in to lead whole school collective worship on a termly basis. Classes are encouraged to link to the local vicar and church. This includes visits

where appropriate. In recent years, the children have enjoyed Judaism and Buddhism workshops in school from outside visitors as well as doing various multi-faith weeks.

In KS2 classes visit places of worship as part of their studies into different world faiths. In Year 3, this includes a visit to the Bath and West Progressive Synagogue as part of their learning about Judaism. In Year 4, children visit the Bristol Hindu Temple and in Year 5, the class has visited the Shah Jalal Jame Mosque as part of their closer look at the Islam faith. Year 6 school leavers attend workshops and a service at the Wells Cathedral. Children are encouraged to ask questions to further their knowledge and understanding.

Professional development for all staff:

The RE lead teacher attends a North Somerset RE network up to three times a year which informs on current news and updates within the diocese. The RE lead teacher and head teacher were trained in the Understanding Christianity resource when it was released in 2017 and this was shared and rolled out among staff. There have been opportunities for training for new staff. Further curriculum learning and discussion about SIAMs (the school inspection from the diocese) is shared from time during Professional Learning Time.