



## Religious Education Curriculum at Sywell Church of England Primary School

### **Intent**

At Sywell Church of England Primary School, we passionately believe that it is vital for all our pupils to learn from and about the Christian religion and other world faiths, so they can understand and appreciate the world around them. We follow the Diocesan Syllabus for Religious Education in the Diocese of Peterborough. We feel that children should give a theologically informed and thoughtful account of Christianity as a living and diverse faith and show an informed and respectful attitude to religions and non-religious worldviews in their own search for God and meaning. We encourage meaningful and informed dialogue about faith and encourage them to reflect critically and responsibly on their own spiritual, philosophical and ethical views.

### **Implementation**

We follow a two year rolling programme with 50% of our teaching using the Understanding Christianity Units and 50% from the above syllabus. All children have at least one hour per week of Religious Education. The units are planned using a text, impact and connections approach. Children learn where the concepts are found, either in the Bible or other religious text, then delve deeper about how that text impacts on believers. Finally they make their own connections – linking their own understanding and experiences wherever possible. Religious Education lessons are taught in a variety of ways, including drama, art, dance, song and written work. Trips and visiting experts enhance the learning experience.

We have twelve Christian values that are highlighted over the two year programme and at the end of each half term, they are celebrated at our local church in Sywell, where we also enjoy Harvest, Christmas and Easter celebrations. Our local church leader regularly visits and links their collective worship with our values or Religious Education unit.

### **Impact**

Our Religious Education curriculum is of high quality, well thought out to fit the needs of our children and planned to show progression. We measure the impact by teachers reflecting on the standards achieved against the planned outcomes, celebrating the learning taking place – sharing learning in collective worship or wall displays around the school and discussions with children about their learning. They are able to make links with other learning in their curriculum – science and history – as an example. Children show acceptance of other cultures and ways of life, which they share with their families and communities.