
Religious Education



Curriculum



Intent:

The teaching of Religious Concepts across the school is a requirement of The Education Reform Act 1988 which states that – “*The curriculum for every maintained school shall comprise a basic curriculum which includes provision for RE for all registered pupils in the school.*”

At Copnor Primary School, we aim to foster in pupils a reflective approach to life and enable and enrich this process through their study of living faiths, acknowledging the fact that the religious traditions in Great Britain are in the main Christian, and taking account of the teaching and practices of the other principle religions represented in the country. Through this approach we aim to help children develop understanding, empathy and respect the right of people to hold and practise beliefs both similar to, and different from, their own.

RE at Copnor aims to develop the children’s skills, concepts and attitudes identified in the Agreed Hampshire Syllabus, Living Difference IV (2022) in accordance with the Education Act (2006), (revised 2016). The syllabus reflects the fact that the religious traditions in Britain are in the main Christian, while taking account of the teachings and practices of other principal religions. The syllabus is taught through **concepts**, which we hope will enable pupils to think and **reflect** on their own beliefs as well as those of others, through focusing on religions practiced in Britain today: Christianity, Judaism, Hinduism, Islam and Buddhism. Our curriculum seeks to promote reflection, **empathy**, comprehension, investigation, interpretation and analysis. It also aims to foster attitudes such as curiosity, **open-mindedness, self-understanding, respect, wonder and appreciation**, as these are fundamental to a fair-minded study of religions and spiritual dimensions of human life.

We aim to equip our children with the knowledge, understanding and skills they need to manage their lives, now and in the future. Through the exploration and evaluation of belief, they **develop a critical understanding** of its impact on daily life and the wider world. We believe that high-quality, in depth exploration of religious concepts makes an important contribution to the culture, wealth and well-being of our community here in school and the wider local, national and international community, and it supports and **embeds** our school’s **Harmony and SMSC Values.**

Where possible we aim to link RE to our thematic curriculum and to national religious festivals and this is supported by external **visits to places of worship** and invitations to members of faith communities to come and visit the school in order to provide an **immersive experience** for all the children. We encourage the children to be critical thinkers and to ask perceptive questions to enable them to form balanced educated opinions and identify bias. We want the children we teach to leave Copnor as confident, self-aware, active **global citizens.**

Implementation:

Year Group	Focus Religions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Christianity Judaism		Celebrating Birthdays – the birth of Jesus C		Celebrating New Life - Easter C		Specialness J
1	Christianity Judaism	Harvest, celebration C	Moments in Time: Nativity Journeys C	Authority C	Easter Story C		
2	Christianity Judaism Hinduism	Creation Stories C H	Light at Hanukkah and Advent (Symbol) J C	People Jesus met, change C	Easter Belief C		
3	Christianity Hinduism	Stories with messages C H	Angels C	Symbols C	Hinduism H		
4	Christianity	Religious Symbols (Crosses) C	Holy Mary, Mother of God C	Rituals CH	Easter Story Sacrifice C		
5	Christianity Islam Buddhism	Religion in Communities I	Valliant Victorians: Christians	Creation C I	Religious symbols and Justice C B		
6	Christianity Islam	Rituals C I	Prophecy C	Role of Law in Society and their impact on religious texts C	Resurrection C		

Impact:

When pupils leave Copnor Primary School, we want their learning of religious concepts to enable them to feel confident when encountering others in the world: **confident, self-aware, global citizens**. We hope that their learning in religious concepts will enable them to become curious about the world around them, to ask critical and perceptive questions about what people believe and their cultural and religious practices, to enable them to form balanced educated opinions, identify bias. Most importantly, they will have a better understanding of other ideas, **an appreciation of religious and cultural diversity and the importance of respecting others' beliefs and traditions**. With this knowledge, they will be better prepared for life in a cultural and religiously diverse society such as our own and will have a desire to **continue to develop a love of learning** including learning about what people believe and how it shapes their traditions, lives and behaviour.