






Religion

Our Curriculum Drivers

 <u>A sense of Self</u>	 <u>A sense of Others</u>	 <u>A sense of the world around us</u>
<p>Our pupils will:</p> <ul style="list-style-type: none">• Become passionate and motivated to learn and become independent, confident, resourceful individuals.• Develop a sense of personal pride in their achievement; providing a purpose and relevance for learning.• Develop a strong sense of self and belief for their future.	<p>Our pupils will:</p> <ul style="list-style-type: none">• Develop an understanding of community and how to thrive as a valuable member of society.• Understand that people have different needs.• Develop a knowledge of influential people.	<p>Our pupils will:</p> <ul style="list-style-type: none">• Develop an understanding of how the world around them has come to be; culturally, historically and physically.• Develop an understanding of the global issues that are part of our present and our future.

Why teach Religion?

At Borders Primary Partnership, we use the Norfolk Agreed Syllabus to inform our Religion Curriculum.

High-quality RE will support pupils' religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Our aims are for our pupils:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

RE is about developing religious literacy, therefore our curriculum promotes an understanding of religion and worldviews which best fulfils this purpose. This is one rooted in a multi-disciplinary understanding of the subject. This provides a balanced diet ensuring that pupils are seeing religion and worldviews through different lenses, and places RE within a strong, and well-established academic tradition.

In the Norfolk Syllabus, RE is rooted in three key disciplines or disciplinary fields. These are theology, philosophy and the human/social sciences.

Theology	Philosophy	Human/Social Sciences
<p>We have called this thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.</p>	<p>We have called this thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p>	<p>We have called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>

RE supports the aims of the school curriculum which is to be broad and balanced and to develop our pupils as global citizens. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. The purpose of RE is to develop religious literacy. The essential outcomes for RE are therefore related to the knowledge and understanding of religion and worldviews. There are many other desirable outcomes for RE. For example, the subject also contributes significantly to the following broader educational aims but is distinct from and not reducible to these:

- Spiritual, moral, social and cultural development
- Personal, social, health and citizenship education
- Reading and writing
- Vocabulary development
- Spoken language
- Numeracy and mathematics
- British Values
- The Prevent Duty

Ambitions for the future:

- Advice worker
- Charity fundraiser
- Counsellor
- Civil Service administrator
- Community development worker
- International aid/development worker
- Mediator
- Police officer
- Youth worker
- Higher education lecturer
- Primary school teacher
- Secondary school teacher
- Author
- Charity Coordinator
- Child & Youth Worker
- Clergyperson
- Community Center Director
- Diplomat
- Entrepreneur
- Foreign Service Worker
- Historian
- Human Rights Advocate
- Journalist
- Lawyer
- Legal Aide