



High aspirations - Valuing learning – Achievement for all

Vision Statement: Religiously Conscious

1. Rationale

- 1.1 The school defines the school's curriculum vision with the *HVA Curriculum Part 1: The vision*. The purpose of this document is to clarify the vision for children as people who are *Religiously Conscious*.

2.0 Curriculum

- 2.1 Religion and beliefs inform our values and are reflected in what we say and how we behave. Teaching and learning of religious education is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.
- 2.2 Religious education can provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.
- 2.3 Being religiously conscious contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. Teaching and learning of religious education can also enable pupils to make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education, the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally, locally and globally.
- 2.4 Children are given opportunities to develop their knowledge, understanding and skills as people who are religiously conscious through discrete and holistic study:
 - focusing on specific key questions that transcend religions and beliefs.
 - focusing on studying *popular* religions.
- 2.5 When teaching the wider curriculum, as historians or artists, we believe that making links to religiously conscious references will further compliment children's understanding and skills as people who are religiously conscious.
- 2.6 Opportunities to engage with local, national and international events also serve to reinforce children's understanding and skills as people who are religiously conscious.

3.0 Review

- 3.1 This document will be reviewed: July 2019