



NPSB RE & Faith Development Menu



Why do we prioritise RE and Faith Development at NPSB?

"We can and should investigate and learn from the wisdom in other religions." (Peter Kreeft). RE and Faith Development helps to provoke and provide answers to questions about ourselves and our world. As well as developing transferable knowledge and skills, RE and Faith Development builds an understanding of our diverse world and contributes greatly to the development of our children as global citizens. It helps children to not only learn about other religions, but learn from the wisdom of other religions. It is an opportunity to develop and strengthen their own faith and share their beliefs with others.

Our RE and Faith Development curriculum aims to:

- develop a life-long love of learning about the world our pupils live in.
- help pupils make sense of the world and to prepare them for the future.
- help pupils to understand change, conflict and key issues which impact on our lives today and which will affect our futures tomorrow.
- learn about our responsibility to the Global Family.
- develop pupils who are keen to take responsibility for their own learning using a virtues-led approach.
- give children the foundations that they need to become well-rounded individuals.
- allow all pupils to have access to a range of opportunities in their lives.
- help to break down the barriers that they may face in life and to minimise and eliminate the gap for disadvantaged pupils.

Virtues Links

Show **love, respect, tolerance** and **gratitude** for our diverse world, cultures, religions and its people.

Using **kindness** and **respect** to others when listening to others' opinions and beliefs.

Understand how through **collaboration, helpfulness** and **peacefulness**, we can build a better world for all.

Understand how people have shown **resilience** now and in past whilst living in and through challenging circumstances and within a changing world.

Through using **wisdom**, we develop **wise leadership**. We take responsibility and **accountability** for our actions and understand our impact on others and the world.

Striving for **excellence** and using **diligence** in all learning and outcomes by always trying our very best.

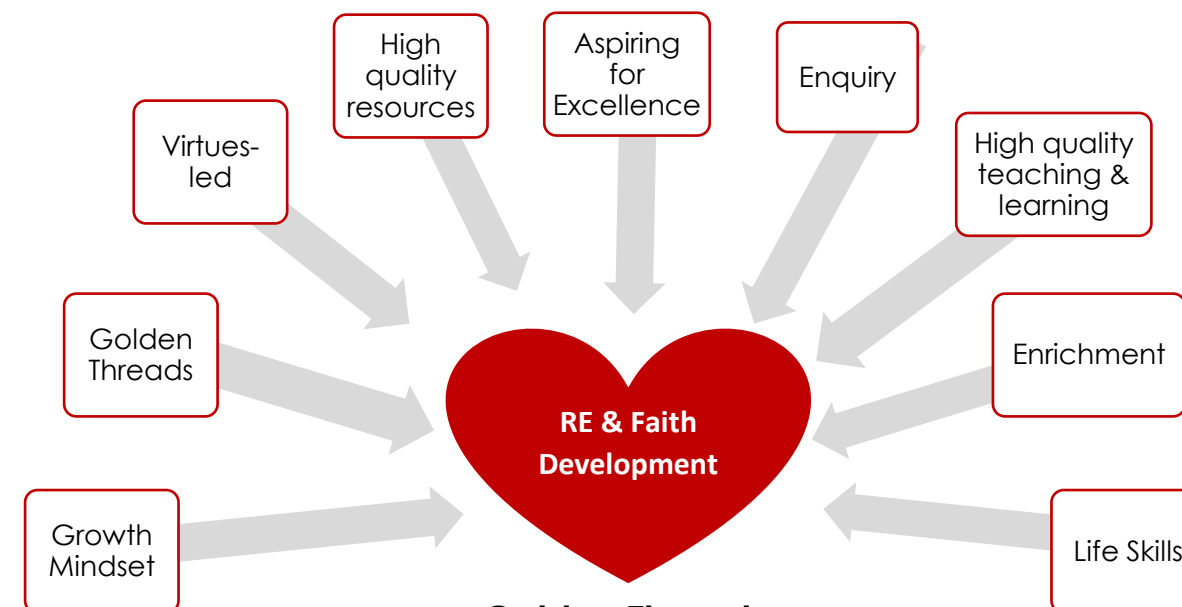
Knowledge and Skills of RE:

Substantive knowledge: knowledge about various religious and non-religious traditions.

Ways of knowing: pupils learn 'how to know' about religion and non-religion.

Personal knowledge: pupils build an awareness of their own beliefs and values about the religious and non-religious traditions they study.

Skills: analysing (belief, religious text, philosophical argument), discussing, debating, critical thinking, questioning.



Golden Threads:

GT1 – Love & Forgiveness vs Enmity & Hate **GT2** – Peace & Collaboration vs Conflict & War **GT3** – Trust in 'the Divine' / 'God'

| Well-Structured | Ambitious & Inclusive | Life-Long Learners | Knowing more & remembering more | Subject knowledge and skills |
|---|---|--|--|--|
| <ul style="list-style-type: none"> • Well-sequenced progressive curriculum – Birmingham's SACRE. • Lesson expectation document that outlines effective ways to teach RE and Faith. • Purposefully planned units of work to link and build on learning. • Key concepts are progressively built on. | <ul style="list-style-type: none"> • Lessons led through an enquiry question to promote thinking and curiosity • Higher-order questioning • Children selecting their own level of challenge [hard and harder activities]. • Inclusive enrichment opportunities for all. For example, educational visits to places of worship. | <ul style="list-style-type: none"> • Golden Thread enquiry questions eg How can world religions collaborate for a peaceful world? What examples within ____ that show Trust in the divine / God? • Lessons linked to virtues • Leaders of learning • Creating global citizens – understanding our responsibility to our global family. • Enrichment opportunities that foster a love of RE and faith. | <ul style="list-style-type: none"> • 'The Big Picture' to capture the end goal of each unit. • 'Can You Still...?' is an opportunity to retrieve and practise previously learned knowledge and skills. • Whole school religious events helps to revisit key learning about world religions. | <ul style="list-style-type: none"> • High-quality teaching and learning • All staff involved in high-quality professional development and training. • High-quality questioning and enquiry questions. • Opportunities to revisit previously taught knowledge and skills. • Cross-curricular links (eg PSHCE, Science and English). • Key knowledge is explicitly taught. |