



Rationale

Through the teaching of RE in primary school we believe that it is hugely important for all children to learn about different world religions and to engender a sense of respect for people of all faiths and none. The children will grow up alongside people who practise different religions and those who have none. We celebrate difference and seek to develop a shared understanding of some of the similarities and differences between religions.

RE introduces world faiths and how this impacts our lives today. RE at our schools will provide children with the opportunity to take on the role of a theologian: ask perceptive questions, think critically, evaluate evidence, and examine arguments.

Our RE curriculum promotes the diversity of world faiths. We want to provide our children with hands on real-life experiences both inside and outside of school through educational visits, visitors, exploration of artefacts and discovery. We study a range of world faiths through beliefs, stories, celebrations, and rituals. We look at how faiths have evolved over time and how they are expressed in our world today.

Intent

- Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as respectful and tolerant citizens who recognise the importance of the diversity of world faiths.
- Ensure an appropriate progression of skills and knowledge is in place over time so that pupils are supported to be the best they can be, and challenge teachers to support struggling and extend more competent learners of RE.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
- Identify world religions and none that underpin specific areas of the curriculum and raise aspirations for pupils.
- keep up to date with current RE research and subject development through an appropriate subject body or professional group.
- A long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.
- Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.
- Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct facts and artefacts at their disposal.

Implementation



Pupils will

- Show developed understanding of RE at an age appropriate level
- A progression of understanding will be used by all, with appropriate vocabulary which supports and extends understanding
- Children will build confidence in discussing RE and identifying their own strengths and areas for development

Pupils work and displays will show

- Pupils have opportunities for practice and refinement of skills.
- A varied and engaging curriculum which develops a range of RE knowledge.
- Developed and final pieces of work which showcase the knowledge learned.
- Clear progression of skills and knowledge in line with expectations
- That pupils, over time, develop a range of skills, knowledge and techniques across all of the areas of the RE curriculum.

Impact

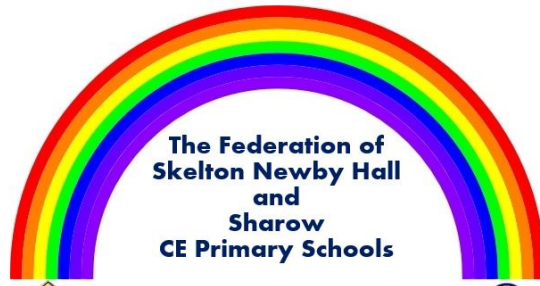
(To be reviewed at the end of each year)

Classrooms will

- Provide appropriate quality equipment for each area of the curriculum.
- Have developed learning walls which include high quality work and carefully chosen vocabulary, which are regularly updated.
- Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.
- Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.

Children will be

- Engaged because they are challenged by the curriculum which they are provided with.
- Resilient learners who overcome barriers and understand their own strengths and areas for development.
- Able to critique their own work in RE because they know how to be successful.
- Safe and happy in RE lessons which give them opportunities to explore their own understanding and interpretations of aspects of world faiths.
- Encouraged and nurtured to overcome any barriers to their learning or self-confidence.
- Develop a depth of RE knowledge and confidence over time because of careful planning, focused delivery with time to revisit world faiths.



We promise to flourish together

