



Rationale

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, as they will grow up alongside people who practise different religions and those who have none.

We believe it is also important for children to understand themselves and their own viewpoints in order to develop their own spiritual, moral, social and cultural awareness.

When our society learns to embrace religions and adapt our everyday lives to supporting people in promoting their faiths, we will learn in a secular sense to reflect these adaptations and express unconditional love towards everyone we encounter.

Intent

We want our RE curriculum to promote 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 want children to develop secure religious literacy, to allow them to hold informed and balanced conversations about different religions and beliefs.

We want children to be able to understand different world views through their understanding of how others express their beliefs and have an understanding of what this brings to different religious believers in the modern world.

We want children to have an understanding of their own world views.

Implementation

RE in our school is taught weekly in EYFS and in blocks from year 1 to 6. The main advantages of block teaching is that pupils get a deeper and more continuous experience of RE. Working in depth allows children the time they need to consolidate their learning.

RE is taught from EYFS, using the NATRE scheme and the agreed syllabus.

Christianity is a significant element of the curriculum, which provides children with the understanding of the values of the Christian community of our school. In addition to Christianity, Judaism and Islam are taught in KS1, Hinduism in lower KS2 and Humanism in upper KS2.

Teachers deliver learning through beliefs, stories, celebrations, and rituals. We look at how faiths have evolved over time and how they are expressed in our world today.



Children learn through the disciplines of theology, human and social sciences and philosophy.

SEND support

Children's individual needs are met through a good understanding of their barriers to learning. Utilising support provided during core subjects provides a basis on which to start. The use of artefacts and images can support with conceptual understanding and an opportunity to engage with new language can help those who struggle to retain vocabulary. Both the RE subject leader and SENCO can advise on support.

Impact

Children are:

- 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.

All children develop a depth of RE knowledge and confidence over time because of careful planning, focused delivery with time to revisit world faiths.

This impact is measured through termly teacher assessment, informed by knowledge checks completed after the unit is delivered and pupil's knowledge demonstrated through work produced and pupil voice.

Monitoring by the subject leader and governors also provides information about the impact of the curriculum.