

Subject on a Page RE

 Develop a strong understanding of religious and non-religious world views, encouraging children to appreciate and respect them. To engage pupil's curiosity in contemplating and considering 'human questions'.

Enable children to express ideas and make insights into the nature, significance and impact of religious and non-religious world views through a multi-disciplinary approach. 

 Support pupils to make sense of religious and non-religious world views within their community and begin to understand the world around them. Foster children to develop their own personal views and values to reflect and compare them with others.

Provide children with the skills and knowledge to hold an informed and balanced conversation about their personal views and world views. Allowing for opportunities to make connections between religious and world-views. 



INTENT

WHAT DO WE AIM TO DO?

'If you want to change the world pick up your pen and write'



A SEQUENCED CURRICULUM

Within each Key Stage blocks of learning are well-structured so that children revisit religions more than once, enabling them to use their prior knowledge and build upon it to gain a deeper understanding. Each block of learning has three key questions, which children answer through exploration of sources 'ways of knowing' and reflecting upon varied responses to them. The three key questions correspond to the three strands - believing, expressing and living from the RE syllabus. As children progress through school, they will gain skills allowing them to establish forming a personal view and argumentation.

FINGER TIP AND PALM KNOWLEDGE

Each block of learning begins with fingertip knowledge, which is five key facts from the religion - sacred text, place of worship, deity, followers and religion. These enable children to easily build upon their knowledge of the religions as they are revisited through school. As well as this, it supports children to make links between religions and compare them. In each block children will have three lines of enquiry that they answer at the end of their learning. Children will gain a deeper understanding of the religion and are able to answer the key questions - this is referred to as palm knowledge.

INCLUSIVE LANGUAGE

Throughout school children are encouraged to use inclusive phrases such as 'Some Muslims believe...' or 'Many Jewish People believe...' to avoid blanket assumptions and to ensure that members of school with religious views feel valued for their own individual views. Each block of learning is named after the followers of the religion rather than the religion itself as puts the emphasis on people and helps to avoid generalizations and stereotypes.



IMPLEMENTATION

HOW WILL WE ACHIEVE
OUT INTENT?

EXPLORATION

Through each block of learning children will explore different sources such as texts, artefacts, testimonials and vignettes allowing them to interpret and critically analyse, so they can develop their own individual views. This allows the children the knowledge and depth to answer lines of enquiry and key questions. Exploring sources will support the development of forming an argument to explain and justify their personal views.

DIVERSE TEXTS

In each phase library, is a well-stocked selection of books featuring diverse characters with variety of world views. Through English, children study carefully selected texts that supports the children to be empathetic towards others who have different beliefs and to challenge stereotypes.

LEARNING BEYOND THE CLASSROOM

For each block of learning, children will have the opportunity to visit places of worship to enhance cultural capital. In addition to this, visitors may come into school to share their religious views and give an insight it their own experiences to enable to build a stronger understanding of the views of others.

INCLUSION & ASSESSMENT

In every lesson adaptive teaching strategy to ensure all pupils can access the learning and be successful. Assessment is on-going throughout lessons so that support and interventions can be done swiftly.

CPD

CPD is undertaken to ensure that the RE curriculum is up to date with the latest guidance to match the current RE syllabus. This CPD will be delivered with staff, so that they are aware of changes made or improved practice.



Children possess clear key knowledge of a variety of religious and non-religious world views

Children will use correct language such as 'Some Hindu's think that' to remove blanket assumptions and help to eradicate stereotypes, ensuring all children's personal beliefs are valued.



Teachers deliver high quality lessons demonstrating a secure subject knowledge and understanding of the broader cultural context. They inspire pupils to critical think, and providing pupils with opportunities to explore their own interpretations and responses to religious ideas and practices.



Children develop a strong sense of personal identity, empathy, and understanding of world views, which enables them to make informed choices and positively contribute to their community.



Children exhibit the ability to reflect on their own beliefs, values, and experiences. They confidently articulate their thoughts, participate actively in discussions, and are open to considering different perspectives, fostering their critical thinking and personal growth.

Children demonstrate an appreciation for diversity, showing respect towards others' religious and non-religious views. They celebrate diversity within their local community, and value different cultural and religious practices.



IMPLEMENTATION

HOW WILL WE ACHIEVE
OUT INTENT?



IMPACT

HOW DO WE KNOW WE HAVE
ACHIEVED OUR AIMS?