



## **Curriculum Intent – RE**

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs

## **Implementation**

### EYFS

Considering where we belong and who we are through stories, visits and events that occur in own lives.

### KS1

- Study the main stories of Christianity.
- Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study other religions of interest to pupils.

### KS2

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupil

**To consider the six major world faiths and to consider the following Threshold Concepts -**



- To understand beliefs and teachings.
- To understand practices and lifestyles.
- To understand how beliefs are conveyed.

**Milestones across school to be considered to ensure continuity and progression.**

**Assessment to be completed at the end of each half term unit and these assessments used to inform future planning and differentiation. End of year reports to use assessments to inform parents of attainment and progress.**

**Weekly RE to be taught in all classes. A class book to record work to be completed and reviewed on a regular basis. All lessons to begin with a brief quiz style activity to reinforce key ideas and facts and learning to take a variety of forms including using artefacts, photographs, videos and art to explore religious ideas and beliefs.**

**Key language and vocabulary to be displayed.**

## **Impact**

Religious Education is concerned with shared human experiences, living religious traditions, and beliefs and values in order to search for personal meaning. Religious Education should not attempt to alter a child's own beliefs but to provide a knowledge of their own and other's beliefs. Children should, through effective teaching and learning, show empathy, understanding and tolerance of similarities and differences between people of different cultures and backgrounds.