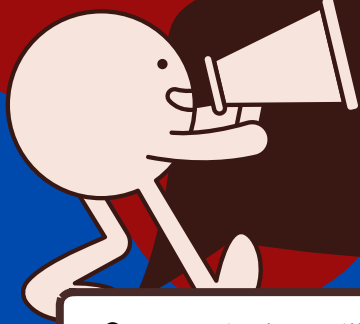




RELIGIOUS EDUCATION



INTENT

Our curriculum will have opportunities for our children to gain lifelong understanding of religion and worldviews which will prepare them for life in modern Britain. Children will understand what it means to believe in a religion or faith, how this varies for different people and how this shapes their lives and behaviour. Children will consider their own faith and beliefs as well as listening to those of others. Our curriculum is designed to ensure that our children receive a balanced, open-minded and comprehensive education in RE which is rooted in enquiry.

3D CURRICULUM

RE trips and visitors form part of children's learning across the year, highlighting its profile within the curriculum.

Children are given opportunities to engage with the community in collective celebration services e.g. Harvest, Easter, Christingle

British values are an integral part of fostering a sense of community, respect, and understanding among young learners. These values, which include democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, are embedded into our curriculum.

Continuous professional development is planned across the year in order to ensure staff are able to best support and develop children's critical thinking skills.



● Links to other subjects such as Art allows the children to explore the curriculum from different perspectives and deepen their understanding of religion and worldviews.

● Our five characteristics of learning: independence, collaboration, perseverance, questioning curiosity are woven into lessons.

● RE links with history and geography units to help children develop a chronologically secure understanding across subjects.

● Vocabulary lists for all subjects have been created to expose children to more words to expand their vocabulary.
● Vocabulary lists are visible on all working walls.

ASSESSMENT AND FEEDBACK



- Children take responsibility for their learning through regular formal and informal self-assessment alongside continuous adult feedback, both verbal and 'in the moment' as well as more formalised assessment against success criteria that links to the learning objectives.
- RE books and floor books showcase children's learning journeys and form a basis for assessment, with opportunities and evidence of both guided and independent projects.
- Lessons incorporate revisit and retrieval elements, promoting the facilitation of recalling information from long-term memory and, thus, strengthening its future retrieval.

SEQUENCING AND PROGRESSION

Lessons follow the locally agreed syllabus for Cambridgeshire, teaching a range of religions including the 'big six' and worldviews such as Humanism.

Children are being taught substantive knowledge, personal knowledge and ways of knowing.

Progress targets for each year group outline the criteria and expectations for each age to ensure they make progress. These are statutory.

Units of work are driven by over-arching enquiry question which the teaching builds towards answering.

Subject specific vocabulary is engrained in the curriculum to share and use in context with children.

IMPACT



Through a broad and balanced exploration of world religions, worldviews, and beliefs, our RE curriculum nurtures children's spiritual, moral, social, and cultural growth. Our children are active and informed citizens equipped with essential skills to understand, appreciate, and respect diverse beliefs, fostering a sense of belonging and inclusion in modern society. Children have critical thinking skills and the ability to ask meaningful questions about life's big issues. Children reflect on their own beliefs and values whilst developing empathy and respect for others' perspectives. Children talk with increasing confidence about their learning and understand how to progress their learning both further and deeper.