

# RE Curriculum

## Intent, Implementation, Impact



With our children at the heart of our school we aim to provide:

- An inclusive environment where all children thrive and feel safe
- A broad and rich curriculum where our children can explore their thoughts, feelings and ideas.
- A curriculum which provides the breadth and depth for our children to develop as a whole child.
- A curriculum which is enhanced by other experiences to widen our children's knowledge

Curriculum Intent	Curriculum Implementation	Curriculum Impact
<p>Through our RE Curriculum we aim:</p> <ul style="list-style-type: none"> <li>◆ The children will learn about Christianity, Judaism, Islam and Hinduism and to access religions by starting with their own experiences in their own world.</li> <li>◆ To focus on informing the children and developing their skills so that they are able to make their own judgements about religion both now and in the future.</li> <li>◆ To develop the children's critical thinking skills and their knowledge and understanding of different religions so that they their ability to empathise with people and their beliefs is enhanced.</li> <li>◆ To enable the children to explore their thoughts, feelings and ideas within a safe environment</li> <li>◆ To develop an awareness and tolerance to respect the beliefs of others</li> <li>◆ To celebrate diversity within the class, school, local and wider environments.</li> </ul>	<p>We use Jigsaw RE as our curriculum driver.</p> <p>The curriculum has been mapped out so that in every single year, the children will spend half of the year learning about Christianity and the other half learning about another religion.</p> <p>It has also been designed to ensure that the children revisit religions but that in between they also learn about other religions. For Example: The children learn about Hinduism in Year 3 and then they revisit this religion in Year 5. In between these two year groups, they have learnt about Judaism in Year 4. This allows the children to compare and contrast between religions and draw upon new learning.</p> <p>Between Key Stage 1 and Key Stage 2, the children revisit key concepts, which allow them to build upon and develop their understanding. For Example: The concept of Incarnation (Christianity).</p> <p>In addition, within each unit the children will cover a range of SMSC, British Values and skills and attitudes.</p>	<p>At the end of every academic year, children have developed their reflective skills and a deeper understanding of beliefs and religions in the world around them.</p> <p>Children will demonstrate their knowledge, skills and understanding through discussions and written work.</p> <p>Our children will demonstrate tolerance and respect for other people's beliefs and religious observances.</p>

	Investigate the beliefs and practices of religions and other world views	Investigate how religions and other world views address questions of meaning, purpose and value	Investigate how religions and other world views influence morality, identity and diversity
End of Key Stage 1	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
End of Lower Key Stage 2	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of Upper Key Stage 2	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses

#### The Structure of a Unit of Work

**Key question:** Each unit begins with a key question, which the children explore through the unit and answer at the end.

**Engagement:** This is designed to draw the children in by starting at a point, which links to their own experiences, and understanding. Therefore, starting within their own world. This is incredibly important for our pupils as it enables them to start with the concrete rather than abstract.

**Investigation:** In this phase, the children step into the world of religion and learn about it and the application of beliefs. Learning in this phase takes many different forms including watching videos, looking at religious resources like prayer mats or a Bible, talking to key religious leaders, art activities and written pieces. The wide range of activities within this phase enables the teacher to engage and meet the needs of different types of learners.

**Evaluation:** In this phase, this is where the children complete their assessments and reflect upon what they have learnt and what they still want to learn.

**Expression:** In this phase, the children express what they have learnt by again linking their learning back to their own lives.

	Furthermore, the way in which each unit is structured enables teachers to take ownership and tailor how they deliver the content in order to meet the needs of the learners in their class.	
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