

R.E.



Intent

Our R.E. curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a diverse world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. The RE curriculum is about 'belonging' and how we are all connected. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views.

Implementation

The RE subject coordinator oversees and leads the subject by monitoring, evaluating and sharing good practise. Our RE curriculum is high quality, well thought out and is planned to demonstrate progression using the Kapow RE framework. This is an enquiry-based system which aims to discuss challenging, thought provoking questions. Christianity is taught in each year group alongside other religions, giving the children the opportunity to discover similarities and differences between the world's religions.

Each unit has a similar format based around a key question. This is then tackled though enquiry, investigation, evaluation and expression elements to encourage the children to develop deeper thinking skills. Children are encouraged to make links to their own lives and experiences.

Impact

The children make progress by knowing more, remembering more and being able to make connections between the religions and their own lives.

We measure the impact of our curriculum in the following ways:

- Children demonstrate a positive attitude towards people of any religion or culture
- They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.
- Assessing children's understanding through the use of the OTrack statements.
- Recording of work in a multitude of ways: written work, drama, group work.
- Interviewing the pupils about their learning (pupil voice).
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.