



Curriculum Intent at Manuden Primary School

Subject/Area:
R.E.

**RELIGIOUS
EDUCATION**

INTENT

Rationale: Children will develop an understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to understand that Religious Education promotes discernment and critical thinking. We hope it will enable pupils to combat prejudice and prepare them for adult life, employment and life-long learning.

Ambition: We want all pupils to develop their own beliefs and values. R.E supports pupils' spiritual, moral, social and cultural development. We want pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. We recognise that Christianity is the main religion of Great Britain and our families but we also take account of the other principal religions and recognise that some people have no attachment to religious beliefs and follow secular philosophies.

Concepts

We use an enquiry-based approach to teaching R.E. The enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills.

All children will ...

- Ask and respond sensitively to questions about their own and others' experiences and feelings, in relation to religion and belief
- Make links and describe similarities and differences both within and between religions
- Apply their ideas to their own and other people's lives, in relation to religion and belief
- Describe what inspires and influences themselves and others in relation to religion and belief



Curriculum Implementation at Manuden Primary School

Subject Knowledge

The R.E. Leader ensures that subject knowledge is maintained, through CPD and discussions with colleagues. Through data analysis, gaps are identified and addressed throughout the year, with the R.E. Leader working with class teachers. Children are encouraged to participate in internal and external events e.g. Religious festivals and services and creative days.

IMPLEMENTATION OF R.E.



Subject Leadership

The R.E. Leader has an interest in R.E. and the similarities and differences in relation to religions and beliefs. The R.E. Leader keeps updated on subject knowledge and leads weekly whole school religious assemblies.

Equitable Delivery

All children are given access to the R.E. curriculum. Under the 1996 Education Act, parents may notify the school should they wish for their child to not participate in lessons. All children attend whole school religious assemblies.

Planning the progression model

We use Discovery RE as a starting point for planning. R.E. is discussed as a wider staff and moderation of tasks discussed. Curriculum maps are shared. Where topics are revisited, prior knowledge and learning is built upon and embedded.

Assessment

As well as end of unit assessments, gaps are identified during lessons and addressed in a timely manner, either during the lesson or as part of subsequent lessons. Children are encouraged to use appropriate vocabulary to communicate their ideas effectively. Whole school data is analysed regularly and shared with staff and senior leadership. Moderation is undertaken.

Breadth and Depth

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries. Each enquiry also includes an SMSC (Spiritual, Moral, Social and Cultural) and British Values element.