

## RE Curriculum – Intent

RE is a key part of every child's entitlement to a good education. It is vital in the development of their understanding of both themselves and the world around them. Our RE curriculum provides pupils firstly with a growing range of knowledge about key cultures and worldviews. It also emphasises key concepts and overarching ways of thinking like openness, respect, tolerance and reflection that are important skills in all areas of learning and development. Our aim is to enthuse and inspire pupils to participate fully and develop a life-long love of learning about the people's and cultures around them. The curriculum intends to foster a love of diversity, to celebrate difference and similarity, to value uniqueness. Our children are encouraged to engage positively in understanding themselves and enquiring of others.

Every child is entitled to a rich, broad and balanced curriculum. Understanding the beliefs, practices and cultures around us is a critical element. It develops children's ability to understand and comprehend their own inner-world, their wider culture and the differences they notice around them. A high-quality RE curriculum enables all children to safely and respectfully explore, enjoy and learn about their own culture and the cultures of others. It will allow them to develop skills in discussion and communication that mean they can enquire about the beliefs and practices of others without fear of offense and to verbalise and cement their own beliefs and practices in a safe space. As a result, children develop the confidence to take share opinions, ask questions, reflect and even change their view. For our children it is a journey of discovery about how they think about the world, why they do some of the things they do and how these may differ to their peers. RE encompasses both introspection (understanding ourselves) and investigation of the

world around us (understanding others), as well as how we can marry these two things together in tolerance.

### Implementation

Throughout the school there is an element of revisiting key concepts in RE to create a spiral curriculum with an emphasis on building on previous learning and knowledge, adding increasingly complex concepts to this learning and deepening this understanding. The bespoke elements of the curriculum allows for a focus on firstly developing the knowledge of children who may have a range of starting points in terms of their exposure and experiences of different cultures and religions. It also emphasizes the golden threads teachers can regularly refer to in all contexts such as noticing similarities and differences, being respectful, forming and sharing opinions and celebrating diversity. These are all aspects that will be tangibly present in RE lessons in our school.

The RE curriculum was purposely developed with key calendar events in mind to ensure the school as a whole can emphasize key religious festivals and events. This provides key opportunities to implement the curriculum through more immersive learning experiences such as theme weeks, dressing up and exploring creative arts.

### RE in EYFS

In EYFS different cultures and religions are explored through key stories and celebrations. Children learn and develop their understanding through the key question of enquiry – how are we the same and how are we different? Children use role play as a focal point from which they can talk, enact and explore key practices and religious activities. Adults act as narrators and experts to provide relevant vocabulary to help extend children's knowledge while children explore key articles and artefacts related to the specific religion. A key aspect in the implementation of the EYFS curriculum is beginning to develop the children's

concept of their own expertise. When children have some experience of the celebrations or practices being explored the onus is placed on enabling these children to share and model their culture to their peers. It is here that children begin to explore their ability to compare, communicate and develop tolerance. Stories from other cultures are placed as cornerstone in EYFS as a chance to both anchor children's learning about a specific religion and begin to develop their memory for key terminology. In EYFS learning focuses around "what you do and what I do".

### RE in KS1

As children move into Key Stage 1 they will revisit many of the same stories and celebrations as in EYFS but with increasing depth, wider exposure to key vocabulary and terminology and with reference to more abstract concepts. Throughout Key Stage 1 and in Year 1 in particular there is an emphasis on continuing to expose children to a range of religious practices and beliefs and to develop their knowledge through the exploration of stories, symbols, celebrations and religious articles. Lessons continue to be rooted in personal experience with a growing emphasis on peer experts within the class sharing their culture and world views. RE lessons by nature have clear narrative aspects with debate and discussion being key elements. However, before this can happen lessons will often focus on developing children's knowledge of four main religions: Christianity, Sikhism, Hinduism and Islam. Children will be taught about key beliefs, practices, celebrations, symbols and stories with a wide range of subject specific terminology and vocabulary. Assessment and recording in this KS1 will focus on "knowing and understanding" with children being able to show off what they know about the specific religions. There continues to be a golden thread throughout KS1 of taking opportunities to notice similarities and shared characteristics across religions (e.g. "this is like that"). Teachers will also begin to refer to some shared moral aspects across world religions like charity, love and forgiveness.

In Year 2 the spiral approach of revisiting and reinforcing key religious and cultural knowledge continues with an increasing emphasis of developing opinions, debating and comparing what has been learned in a respectful way.

### RE and SEND

The RE curriculum is built to allow children to access it from any starting point as children may approach their learning with a wide variation of experiences. This means that the curriculum accounts for the possibility that children who experience SEND in other areas of the curriculum may have some expertise in RE.

The focus on providing experience rich teaching, exposure to stories from other cultures and an early emphasis on enquiry questions like “what do I do and what do you do” means the RE curriculum is open to high levels of differentiation. The expectation is that children experiencing difficulties related to SEND will be able to access many of the key aspects of the RE curriculum when differentiated to meet their needs.

### RE and the Arts

RE has a range of cross curricular links with History and PSHE. However, RE has particularly clear links with the arts. Thus throughout our school Art, DT, and Music will all be used to enable children to further explore their learning. RE lessons will often be vehicles to expose children to a wide range of creative arts from other cultures.

### RE and the community

We are fortunate enough to live in a multicultural community with a great deal of diversity of religion. We recognize the importance of personal, rich experience in cementing and enlivening children’s engagement with the learning in RE. The curriculum aims is to make the most of this through both visits to various sites of religious significance (places of worship etc.) and developing relationships with

people within the community who have significant roles. This both enriches the learning and supports staff subject knowledge.

What can parents/carers do to promote RE?

- ✓ Offer encouragement and ensure your child makes the most of chances to explore their own beliefs, values and culture
- ✓ Ask staff about our RE curriculum what is taught and how
- ✓ Discuss your child's progress with teachers
- ✓ Where possible attend or support RE related events like theme days or festivals
- ✓ Encourage your child to take part cultural events outside school
- ✓ Access homework and home-learning tasks set by school exploring key RE concepts
- ✓ Talk as a family about what you believe, how you celebrate, important events
- ✓ Encourage your child to feel safe in asking questions about new experiences
- ✓ Access the links on our school website to learn more about different religions and cultures.