

## **Curriculum Intent for Religious Education**

### **Intent**

At Preston Manor Lower School, we teach Religious Education to create a broad and balanced understanding of the diverse and multicultural community that we live in. In RE lessons, students encounter a range of stories, history, poetry, beliefs, rituals and worship. These fundamental links to human needs and aspirations encourage children to reflect on their own experiences and help them to understand and appreciate their own, and others, cultural backgrounds. Pupils are encouraged to discuss and write with knowledge and understanding about religious and other beliefs and values. Class discussions of the fundamental questions of life inspire students to construct reasoned arguments and think reflectively and critically about spiritual, moral, social and cultural issues.

Religious Education teaches students to reflect and understand the diversity of the world that they all share. Students are encouraged to be open-minded about the different ideas, values and beliefs that people hold in the six major religions and to draw comparisons, understanding the differences, but most importantly appreciating the similarities that we all share. Students are encouraged to form and to articulate their own opinions as well as developing listening skills in order to understand the unfamiliar in a respectful way. By the end of KS2, students have begun to gain a general understanding and insight into the key beliefs and practices of the six major religions. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

By the end of Reception, the children will be able to talk about some of the religious and cultural festivals celebrated in the world around them. They will be able to discuss how people celebrate including traditions, stories and food.

By the end of KS1, the children will be able to identify concepts which are important to people and what influences human actions including their own. Pupils will learn about features and beliefs of the 6 main religions and other spiritual and ethical traditions, recognising that while there are differences, they also share a common ground. Pupils will learn how to question and respond to significant aspects of human experience and about the significance of spiritual and religious stories, artefacts and symbols. By the end of Year 2, they will have learnt how to express feelings, values and beliefs by responding sensitively to the needs and feelings of others.

By the end of KS2, the children will have extended their learning of the 6 main religions and other spiritual and ethical traditions so that they understand the key features and beliefs. Pupils will have explored significant aspects of human experience and concepts which are the focus of religious teachings and practise. They will have responded to and made comparisons of interpretations of spiritual and religious texts, practices and symbols. They will be able to respectfully express beliefs and views with reasoned comments taking into account the views of others.

As a whole school, we are developing a long term plan on ways to implement Humanism across the whole school so that children are able to compare thoughts and beliefs within all main religions and beliefs.

### **Implementation**

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

Religious Education is planned and taught for a half term, or can be taught in blocks. Educational visits and visitors are arranged to enhance the children's learning experiences. Displays will support, reflect and celebrate the children's learning.

Knowledge organisers are sent to families before the unit of learning is taught to allow the children and their family to discuss the forthcoming learning and carry out further research to support the learning.

They will have the opportunity to read around the subject. It also highlights the knowledge and vocabulary the children will gain. The children will also complete a home learning project to support their learning.

CPD has been planned across the year to support the teaching and learning process, focussing on planning, challenge, questioning and developing cultural capital.

### Impact

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things.

In Religious Education, the children will be very clear about why they are learning the content taught to them. By the end of the unit of learning, the children will have acquired new vocabulary and new knowledge, which they will be able to recall and improve their long-term memory. They will be able to use the skills they have learned across the curriculum. Children will make progress over time, which will be clear in their books. The subject knowledge and pedagogy of learning for teachers will be improved. Individual teachers will have been supported through targeted CPD.