



Learning &
Caring Together

RE

Our Intent

National Curriculum Guidance

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Our intent is that the teaching of RE will:

- Pupils will learn about diversity and know how to ask questions about different religions and worldviews.
- Pupils will be able to be able to articulate their own personal beliefs and values.
- Ensure pupils understand the similarities and differences between people and different faiths and beliefs.
- Pupils will learn how different beliefs and practices influence individuals and communities around the world.
- Pupils will provoke challenging questions.
- Pupils will build a sense of identity and belonging.

Our Implementation

The key areas of implementation we use are:

Planning documents

- Progression map – by skills and knowledge. These are organised into mixed age documents for a two-year cycle (Cycle A and Cycle B).
- Long Term Plan
- Medium Term plans

Flow Chart

The flow chart serves as an overview of how the subject is taught to ensure consistency in the following areas:

- Lesson structure
- Assessment
- Learning environment
- Resources
- knowledge organisers
- How we enhance the curriculum e.g. visits, celebrations, theme weeks

Impact

At Masham Church of England Primary School, we see our children flourish through the wide-ranging curriculum to provide them with. We strive for the whole curriculum to be exciting, engaging and for all children to feel a sense of success.

In RE, we aim for the impact to be:

- Children consider learning about other faiths is important.
- Our children are tolerant of the beliefs of others, and are able to understand the value of visiting other places of worship.
- Children understand the place of Christianity in the school. They develop key ideas as they work through the Understanding Christianity, which consolidates their learning effectively