



RE

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intent</p>	<p>Our RE curriculum is designed to be challenging, inspiring and engaging for all children, allowing them to develop their levels of religious literacy and conceptual understanding. The aim of all lessons is for children to learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Most lessons have a focus on morality and social justice linked to religious beliefs, allowing children the opportunity to deepen their understanding and form their own opinions. Religious Education throughout school makes a large contribution to children's understanding of British Values and our aim is that all children have a strong concept of this imperative area.</p> <p>Also, we aim to work towards building a curriculum which emphasises the importance of knowing where the children have come from and where they are heading to (vertical integration). Therefore, within this subject, knowledge should be built upon instead of being taught in isolation. We aim to ensure knowledge taught in Y1 is not forgotten by the time they reach Y6 through an increase in tracking, communication and purposeful learning.</p> <p>Due to our demographic, we aim to meet the needs of all pupils by ensuring the knowledge and philosophies are within their grasp while also widening their experiences of the world beyond their locality. Meaning that by the time children leave us in Y6, they will be equip with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities with an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews.</p>				
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Underpinned by</p>	<p>High expectations</p>	<p>Application to own lives</p>	<p>Comparing and contrasting</p>	<p>Vocabulary</p>
<p><u>All</u> children are expected to succeed and make progress from their starting point.</p>		<p>Children are given the knowledge of numerous beliefs and philosophy that can support their behaviours and decision making within their own lives. Moral stories and religious expectations are taught in order to give the children opportunity to reflect and apply.</p>	<p>Children are exposed to a number of different religions in order to gain a broad understanding of different beliefs and ways of life. They have the opportunity to compare and contrast the beliefs, cultures and significant objects within these.</p>	<p>Religion specific vocabulary is taught explicitly and is expected to be applied as appropriate. Examples such as: significant objects and buildings, religious festivals, cultural and ancient language.</p>	<p>Children are exposed and encouraged to participate in a variety of relevant experiences to enhance their understanding of religious lifestyles.</p>

Implementation	<p>Raising the Profile Staff deliver assemblies which cover a range of religious events such as; Easter, Diwali, Eid etc and lives of significant individuals. As well as this, trips to local religious settings are encouraged within topics.</p>	<p>Training The RE Team have participated in training for the Doncaster Agreed Syllabus 2025-2030, and have accessed training from Pennine Learning who have produced the scheme of work adopted by the school. This training has been disseminated to all teaching staff.</p>
	<p>Schemes of Work Schemes of work (Pennine Learning Schemes) have been implemented using the direction of the Doncaster syllabus. These are progressive, relevant, robust and consistent throughout school.</p>	<p>Additional support To support children with SEN and the bottom 20% for literacy, we ensure that RE isn't solely linked to academic skills and children have the opportunity to showcase their skills in different ways e.g. through practical lessons, drama and discussions, most of which is evident through photographs and pupil voice.</p>

Impact	<p>Raising the Profile Children have more awareness of religious education across school.</p>	<p>Training Staff feel confident to deliver RE lessons. They know that there are support materials within the scheme of work which can be used to strengthen their own subject knowledge prior to teaching RE content.</p>
	<p>Schemes of Work All teaching staff have an awareness of the religions and content that needs to be taught. The lessons are progressive.</p>	<p>Additional support All children are able to access learning within RE lessons and gain an understanding and enjoyment of different religions.</p>