# Religious Education (RE) at Our School

"To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop a response of their own."

## Our Intent



- Our RE curriculum is based on the NYCC Agreed Syllabus, with the aim to explore significant human questions, understand different responses and develop our own ideas.
- Our three Golden Threads are:

**Believing** (beliefs, teachings and sources)

**Expressing** (religious and spiritual forms of expression)

**Living** (religious practices and ways of living)

- Children study units from each Golden Thread, from EYFS to Year 6, to build knowledge and skills.
- Festivals (e.g. Christmas, Easter, Divali, Eid Ul Fitr and Pesach) are woven into our assembly and collective worship programme.
- Key vocabulary is taught explicitly.
- Visitors and visits enhance children's understanding and experiences.
- Clear end points ensure pupils build on prior learning and develop their understanding of the three Golden Threads.

## Our Implementation



- Use knowledge organisers to outline key knowledge and vocabulary, introduced at the start and referred to throughout a unit.
- Deliver well-sequenced lessons that build progression and depth.
- Follow a clear lesson structure: retrieval, explanation, application and assessment.
- Adapt tasks so all children can access and enjoy the curriculum.
- Use retrieval to help children remember more.
- Teach and use key religious vocabulary explicitly.
- Use assessment for learning at the start, during and at the end of lessons to check understanding and identify any gaps.



## Our Impact



- Children can explain their understanding of different religions and cultures.
- Children are knowledgeable and respectful of others' religions and beliefs within a local, national and global context.
- Pupils are confident to discuss and share their opinions and beliefs.

We also measure the impact through:

- Pre and post unit assessments.
- Assessment against 'End of Year Expectations', with clearly identified end points, shared with the next teacher to address any gaps.

