



What Religious Education Looks Like in the Federation

Religious Education Lead: Penny Moore

Curriculum Intent

What a RE lesson looks like in our school:

- Pupils learn about religions and beliefs in local, national and global contexts, they are taught to discover, explore and consider different answers to these questions.
- Visits to religious places and visitors from different faiths are actively encouraged to help bring the learning to life across all year groups.
- Whole class teaching including opportunities to work individually, in pairs or in groups
- A wide range of activities to help engage pupils with religion and belief in such a way that they are stimulated to reflect upon and formulate their own beliefs, values and attitudes
- Pupils 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.
- Teaching equips pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their own ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

This is our philosophy:

The principal aim of religious education at our school is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Cultural Capital

The RE curriculum enables children to access and enhance their understanding of their home, their town and the wider community, developing their cultural capital and giving them opportunities and choices about their future and their impact as they progress through their school career and beyond.

This will help them become successful members of modern British society, preparing them for the challenges and opportunities they will face.

- Children may demonstrate an understanding of the significance of different religious buildings and places in terms of belief, community, architecture, culture, geography and history.
- They will understand some of the purposes of such buildings and the impact they have had and continue to have on their communities and beyond.
- They may develop an appreciation for different religious expressions as well as a sense of awe and wonder through viewing and possibly visiting places of worship.

This is the knowledge and understanding at each stage:

By the end of EYFS pupils will:

- Encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship.
- Listen to and talk about stories.
- Be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms

of expression.

- Ask questions and reflect on their own feelings and experiences.
- Use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live

By the end of Key Stage 1 pupils will be able to:

- Identify the core beliefs and concepts studied and give a simple description of what they mean.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- Think, talk and ask questions about whether the ideas they have been studying have something to say to them.
- Give examples of how stories show what people believe (e.g. the meaning behind a festival).
- Give examples of ways in which believers put their beliefs into action.
- Give a good reason for the views they have and the connections they make.
- Give clear, simple accounts of what stories and other texts mean to believers.

By the end of Lower Key Stage 2 pupils will be able to:

- Identify and describe the core beliefs and concepts studied.
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.
- Make clear links between texts/sources of authority and the key concepts studied.
- Describe how people show their beliefs in how they worship and in the way they live.
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
- Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.
- Identify some differences in how people put their beliefs into action.
- Give good reasons for the views they have and the connections they make.

By the end of Upper Key Stage 2 pupils will be able to:

- Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.
- Make clear connections between what people believe and how they live, individually and in communities.
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures.
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority.
- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

Curriculum Implementation

This is how it works:

- Lessons are planned from the Herefordshire Agreed Syllabus for RE (2021 – 2023) and

Understanding Christianity programme of units.

- Topics are taught each half term and are presented as questions for children to investigate.
- One religion is studied at a time ('systematic' units), and then 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.
- Pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.
- Children are assessed after each unit against objectives.
- Visits to religious places and visitors from different faiths are welcomed to help bring the children's learning into a real-life setting.
- Discrete RE lessons or links with subject areas across the school.
- A whole school themed day looking at a theme across different religions.

The main aim for RE in our school is taught through 3 elements woven together to provide breadth and balance within teaching and learning about religions and beliefs. It enables pupils to encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

These three elements enable children to:

Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- explain how and why these beliefs are understood in different ways, by individuals and within communities.
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways.
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

This is what adults do:

- Have high expectations and prompt the importance of RE,
- Plan exciting, progressive lessons which build on prior knowledge,
- Create a learning environment that supports learning and that engages children's interest in the topic being studied, e.g. religious artefacts, books, photographs and interactive resources.

- Regular book scrutiny, pupil perceptions and planning audits.
- Whole school professional development.

This is how we support:

- Work might be differentiated so that all children are able to meet the learning objective.
- Small group/1:1 adult support given where required.
- Use of teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- These pupils will then receive additional support or resources to use.

This is how we challenge:

- Lessons will be differentiated.
- Additional activities to stretch the learning within the lesson.

This is how ensure all children can access the curriculum:

- Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
- Seating children alongside good role models to support one another.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to appeal to different learning styles, e.g. videos, drama, artefacts, texts etc.

Curriculum Impact

This is what you might typically see:

- Happy and engaged learners.
- Questioning from both pupils and teachers, using a range of enquiry.
- skills such as investigation, interpretation and reflection.
- Paired/group work.
- Self-motivated children.
- Children discussing, reflecting and sharing their learning.

This is how we know how well our pupils are doing:

- Formative assessment through questioning throughout the lesson.
- Observations of lessons throughout the school.
- Photographic/video evidence shown in a class big book.
- Assessment at the end of each unit using the unit outcomes.

This is the impact of our teaching:

- Children who enjoy RE lessons.
- Inquisitive children who are not afraid to ask questions which lead to whole class discussions.
- Children who have positive attitudes towards other people who hold religious beliefs different from their own.

- Children being able to transfer skills taught in RE across the curriculum.

What knowledge will the children have embedded?

- Children will be able to discuss the religions studied and show a respect for the beliefs of others.
- They will be able to make some links between different religious beliefs and different customs of worship with an increasingly understand their significance to believers. The impact of different faith members as well as others in the community.

Date: September 2025

To be reviewed: September 2026