



Curriculum Intent for RE

It is a requirement of law that RE is taught in schools and at West Leigh Junior School we follow the locally agreed syllabus for RE where pupils are given

'We are citizens of the world'

the chance to '*learn about religion*' and '*learn from religion*'. This subject is not part of the National curriculum, but is a local responsibility and is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.

RE plays a significant role in the local community and in wider society - both nationally and globally.

RE is a central part of our curriculum, enabling pupils to explore British values, understand and respect protected characteristics, and reflect on moral, social, spiritual and cultural questions. It plays a fundamental role in their SMSC development, helping them to develop empathy, tolerance and a thoughtful understanding of the diverse world around them.



At West Leigh Junior School our RE curriculum reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain (Islam, Judaism, Hinduism, Sikhism and Buddhism). Although West Leigh does not have typically diverse catchment, we do have pupils of faiths other than Christianity so it is important that we place equal importance on these when teaching them and are mindful of unconscious bias that could come across to pupils.

Additionally, there are opportunities for students to study secular world views such as Humanism.

Our RE curriculum ensures the delivery of quality RE that informs pupils' views of themselves and others, promotes diversity and equality, and stretches their understanding of the world they are growing up in. There is a strong emphasis on teaching RE in ways that will challenge pupils, engage their interest and curiosity and develop their capacity for both ethical reasoning and critical thinking.

In RE, SEND and vulnerable pupils are supported through differentiated activities, visual resources, simplified texts and scaffolded discussion prompts. Sensitive or complex topics can be pre-taught or explored in 1:1 sessions. These adaptations ensure all pupils can engage thoughtfully with religious concepts, reflect on beliefs and values and participate meaningfully in discussions and activities alongside their peers.

RE takes place as a stand-alone subject each week and by following the agreed syllabus we ensure that each theme is taught in a sequence that builds on prior knowledge and deepens understanding.

Each year group works from clear medium term planning with learning intentions, outcomes and high quality teaching activities which enable pupils time to reflect and embed their learning. The learning experiences are varied and include: discussion/debate, drama, group work, writing, drawing, research and handling artefacts. There are also planned opportunities for visitors to come into school and for pupils to visit local places of worship to enhance their learning.

Outcomes are kept in class portfolios which are stored in classrooms and used for monitoring purposes.

The religious content of assemblies is also carefully planned to work alongside the units taught. This ensures balanced representation of the main religions; including key festivals and celebrations, which ensures all members of our school community, from all faiths, feel recognised and valued.

Key skills are developed and built upon as the pupils move up through the school. Pupils have the chance to gain an increasingly sophisticated understanding and express their developing ideas about the nature of the religions, beliefs and worldviews. Space is made for evaluation and reflection as pupils engage with the ideas they have learned.

Our curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews

- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.