



## Our Religious Education Curriculum

***“Religious education is important because like every other subject, it provides a particular set of materials through which the pupils come to understand important things about the world, and themselves.”***

### **Work Together**

We believe that the principle aim of Religious Education (RE) should be as follows:

*“... 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.” (Herefordshire Agreed Syllabus 2020-25)*

We have devised a child-friendly version: *RE explores big questions about life, to find out what people believe and what differences this makes to how they live, so that children can make a sense of religion, reflecting upon their own ideas and ways of living.*

### **Grow Together**

Our curriculum is organised on a two-year rolling sequence of ‘Unit Key Questions’. We have chosen to combine both the Herefordshire Agreed Syllabus (2020-2025) and the Understanding Christianity (2016) resource in order to create a balanced coverage of World Faiths (inc Judaism, Islam, Christianity and Hinduism). Each class answers a series of core questions that help out children gain a sense of the World they live in and an understanding of some of the beliefs that exist with it.

The context of our schools means that we need to ensure that our children are exposed to the wider multi-cultural dimension of British culture in the 21<sup>st</sup> Century. To this end, we believe in offering enriching first-hand experiences of the four World Faiths that we study. This includes whole school visits to significant places of worship to bring learning alive.

The subject is jointly led by a teacher from each school to ensure a balance of input and experience.

Regardless of beliefs and starting points, children have the opportunity to develop their knowledge and understanding of Christianity alongside a range of other World Religions. We aim to make RE as engaging, practical and thought provoking as possible within our schools.

RE is sometimes explored through our topic-based cross-curricular themes, when appropriate. This only takes place when strong links can be made between themes and content to be taught.

RE will follow three key teaching and learning ‘elements’ (as following through the agreed syllabus):

1. Making sense of beliefs
2. Understanding the impact
3. Making connections

### **Flourish Together**

RE is regularly reviewed as part of our monitoring and evaluation cycle. This involves book and/or class record book scrutiny, interviews with children, and learning walks.

Children’s work is often shared both inside the class (e.g. displays and teacher modelling) and in communal areas when appropriate.

Children’s learning in RE is regularly reviewed as part of the teaching and learning cycle. This is done using, amongst other things, low stakes quizzing, targeted discussions and questioning and ongoing written work – when appropriate. We use pupil friendly statements to assess knowledge and understanding across the subject.

