



Intent - What are our curriculum aims?

At Stocks Green Primary School, our **RE** curriculum is designed to meet our curriculum aims which are to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- make connections between subjects and real life
- promote safe, equal, Caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils
- encourage the children to develop interpersonal skills
- build resilience and become creative, critical thinkers
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our RE curriculum. We intend that **all pupils become respectful and understanding of different religious beliefs and know about a range of religious and non-religious world views**. This is part of our intent because, as a school, we recognise the important role we play in helping children to form inclusive views of the world and aid their development in becoming respectful members of society. We ensure pupils **have an understanding of different religious festivals and places of worship**. This is to enable pupils to have an insight into the world of different religions and how this may vary from their own experiences of religion. As a school, we believe in the importance of exploring 'Big Question'. As such, the RE curriculum is intended to **enable pupils to express ideas and insights about the nature, significance and impact of religious and non-religious world views**. The curriculum is structured in such a way that **children gain and deploy the skills needed to engage seriously with religious and non-religious world views**. We aim that in every RE lesson children know more, remember more and can do more of our curriculum. Our RE curriculum covers the whole breadth of the National Curriculum as well as **makes space for pupils' own beliefs/worldviews**.





Believing



Living



Expressing



Implementation – How do we achieve our aims?

Mapping themes

Each unit is explored through one of three lenses. These are **the lenses of 'believing', 'living' and 'expressing'**. Believing is seen as the exploration of religious beliefs, teachings, sources; questions about meaning, purpose and truth. Expressing is the study of Religious and spiritual forms of expression as well as questions about identity and diversity. Whereas, living is the study of religious practices and ways of living as well as questions about values and commitments. Each unit is explored through a Big Question that focuses on one of these three themes.

For example, through the lens of **Believing**, children in Year 1, explore the Big Question 'Who is a Christian and what do they believe?'. In Year 2, they revisit this same question through the same lens. However, the content changes. This allows pupils to build knowledge over time through spaced practice. Whereas, in Year 3 the children revisit the lens of Believing but with a different question – 'What do different people believe about God?'

Mapping Religious Beliefs

The curriculum covers Christianity, Islam, Hinduism, Judaism and Humanist views. **These are explored through multiple units across different year groups and using different lenses.** The Big Question frequently covers more than one religion at a time so that children can develop the ability to express insights about different religious views. For example, in Year 5, the Big Question of 'If God is everywhere, why go to a place of worship?' explores the views of Christians, Hindus, Jews and Muslims.

Stocks Green Primary School

Learning to Live, Living to Learn

Progression and Sequencing

The RE curriculum has been **designed to provide the children with the knowledge, skills and analytical ability required to explore big questions about beliefs and faiths.** Each lens has been carefully considered to build over time and with an onward trajectory of being able to analyse and express the children's own developing beliefs.

Our RE curriculum is designed to be taught in a particular order so that children build their knowledge and skills over time. The lessons in each of the themes are written in sequence. Sequencing is really important, as children should not be exploring a unit that they have little to no prior knowledge of.

Lesson Design and Curriculum Delivery

Lessons are designed to **build on children's prior learning** by building on the content of the lens and religions taught in previous year groups. This is achieved through carefully planned retrieval practice that links knowledge built over time to the current learning. **Within a lesson, there is discussion of new concepts so that children see what success looks like and can analyse the procedures necessary to be successful.** There is a focus on going deeper rather than broader with themes. The curriculum, and each individual lesson, focuses on understanding rather than excessive coverage.

Each lesson begins in the classroom with a clear sequenced discussion of the learning question, retrieval of previously learnt skills as well as the lens covered. This allows the children to have a clear understanding of what they are learning, where this fits into the learning sequence and what they are trying to develop.

High-quality questioning, be it the 'learning question' for the lesson or targeted verbal questioning, actively seeks to check understanding and identify any emerging misconceptions.

Within each lesson, there is opportunity for children to express and develop their ideas, views and beliefs about religion and the world.

Whilst it is recognised that some lessons will require written elements, as one of the key intents is to enable pupils to express ideas and insights about the nature, significance and impact of religious and non-religious world views, there is a recognition that the learning journey may be expressed in forms other than writing. The key point here is that there is a clear learning journey for each Big Question to be explored through.

Real life experiences

We believe that it is important for children to experience and explore different religious buildings because of the sense of awe, wonder and questions that being in these can evoke. Through our Passport of Possibilities, we have planned a variety of trips to different religious buildings, including the Gurdwara in Gravesend, a local church as well as the Maidstone Mosque.





Impact – How will we know we've achieved our aims?

Outcomes

The impact of our curriculum can be seen through the pupils' inclusive attitudes towards different religious and non-religious beliefs. Children will be able to talk confidently about different religious festivals and places of worship as well as to express ideas and insights about the nature, significance and impact of religious and non-religious world views.

Staff assess pupils against the progression document at the end of sequences of learning by exception. Assessment takes place through a formative approach in all lessons and cumulatively builds up a picture of the children's learning. This is recorded on Arbor and analysed by the RE subject leads to further develop and enhance our curriculum to ensure it meets its stated intents.