



### Intent

We follow Nottinghamshire's Agreed Syllabus for RE which aims to allow our children to be **hardworking and ambitious** and gain more knowledge and insights to help them live as **responsible and caring** members in our society. Our RE curriculum provokes challenging questions about human life, beliefs, communities and ideas. Our pupils learn from religions and worldviews about different ways of life in local, national and global contexts so they become **respectful and understanding** children. They also discover, explore and consider many different answers to questions about human identity, meaning and value.

Through RE we aim for our children to learn to weigh up for themselves the value of wisdom from different communities, to **understand** different views, disagree **respectfully**, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and others' lives.

Our children will be **confident** in thinking rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and worldviews.

Our RE curriculum also makes significant contributions to our pupils' ability to engage with ideas about British values, such as tolerance and respect for people who hold varied beliefs and worldviews.

### Implementation

The curriculum undoubtedly supports pupils for life in the 'modern world' as it develops the following skills:

1. Clear and logical thinking
2. Critical evaluation
3. Literacy and expression
4. Negotiating
5. Organising
6. Planning
7. Problem solving
8. Research

<b>EYFS</b>	Develop a growing sense of the child's awareness of self, their own community and their place within this. Children will encounter Christianity and other faiths found in their classroom.
<b>KS1</b>	A minimum of 2 religions are studied – Christianity and Judaism. We also cover Islam and Hinduism within different celebrations.
<b>KS2</b>	A minimum of 3 religions are studied – Christianity, Hinduism and Islam

Cycle A			
	Autumn	Spring	Summer
<b>Year 1/2</b>	Belonging	From Creation to Shabbat	Visiting a church
	Diwali and Christmas - Celebrations	Jesus and His Miracles Easter	Jewish stories
<b>Year 3/4</b>	Signs, Symbols and Parables	Brave People in the Bible	Visiting and reviewing a local church
	Hindu family celebrations Christmas	Miraculous Escapes (Daniel, Moses and Pesach) Easter	Caring and Praying
<b>Year 5/6</b>	What's Important; Exploring values	Exploring the Old Testament	Investigating religions and harmony, near and far
	Muslim family and celebration Christmas	Pilgrimages Easter	Expressing faith through the arts
Cycle B			
	Autumn	Spring	Summer
<b>Year 1/2</b>	Jewish celebrations and stories Celebrations – Eid and Christmas	Jesus and His stories The Torah and Jewish stories	Visiting a synagogue Jesus' friends and followers
	Detectives – Investigating Jesus	Jewish celebrations and family life	Muhammad, pbuh, mosques and prayer
<b>Year 3/4</b>	Light and dark Christmas	Hindu worship Easter	Amazing rollercoaster rides in the Bible
	Making a difference	Investigating religions and respect, further	Beautiful world, wonderful God?
<b>Year 5/6</b>	Exploring the New testament Christmas	Exploring Muslim beliefs Easter	Journey through life

### Impact

- Teachers assess children's development in RE by making on-going observations and effective Assessment for Learning during lessons.
- Teacher Assessments are recorded every term (3x a year) where the children's progress in RE is tracked and monitored using a class tracker against the National Curriculum levels of attainment. This is then used to inform future planning and plug any gaps in the children's learning.
- Pupil reports, comments and assessments are exchanged between teachers at the end of the year to allow for a smooth transition across classes.
- Parents' Evenings and end of year reports provide opportunities to share child specific RE attainment with parents/carers.
- Evidence of RE teaching and learning are shared in our topic books as well as on our class Twitter pages.
- The RE subject leader takes responsibility for monitoring whole school curriculum coverage as well as the teaching and learning taking place during RE lessons
- The RE subject leader takes responsibility for monitoring the progress across RE for all pupils, including more vulnerable groups of children.
- Appropriate staff training is provided to ensure high quality RE lessons across school and confident teachers.