Curriculum Intent Statement – RE



Intent:

The teaching and learning of R.E. provides the foundations for understanding the world through the specific aspects of Theology (believing), Philosophy (thinking) and Human Science (living).

- Give all children the ability to consider their place within the world and their **responsibility** for the choices they make as individuals.
- As **global citizens** to learn and explore different faiths and belief systems, respect the beliefs of others and display an **awareness** of what these beliefs are based on.
- To consider bigger questions, what they believe and their **ability to make a difference**.
- Equip children with a coherent, progressive and **challenging** curriculum for all learners to reach their true potential
- Encourage children to be **curious**, **independent** learners who **communicate effectively**.

Implementation:

All lessons taught build on prior learning and will be supported through:

- A knowledge organiser (including vocabulary) that all children are secure in and used for knowledge recaps.
- A clear progressive curriculum using the Lincs Agreed Syllabus and Understanding Christianity Resource.
- Elaborative questioning to challenge pupils to apply their learning in a range of ways and reflect on their thinking.
- Trips and visits to enhance knowledge and understanding
- High expectations of writing in RE matching that of English
- High expectations in the quality of work produced
- The use of religious texts and specialist vocabulary
- A large emphasis on the 'bigger picture' encouraging children to find answers for the questions that they raise.
- Clear and progressive plans of content and process knowledge.
- Opportunities for curriculum adaption and challenge, pre-teaching and interventions for those children who may require it, including those with SEN, throughout a topic or prior to a new topic being taught.

Impact:

We measure the impact of our curriculum through the following methods:

- Pupil discussions about their learning;
- Looking at children's work in their books (including moderation within RE cluster)
- Checking of knowledge through Knowledge recaps
- Teacher assess against the Learning challenges.