



Lead

Sara Macphee

## Curriculum Intent

At Bentley High Street it is our intent that all children will learn about religions and beliefs from within our school community and also the wider world. They will study a wide range of religions and communities and will be able to make links and comparisons between them.

Children will be taught substantive knowledge related to specific religions and concepts. Our curriculum follows a carefully planned sequence where children learn about what religious followers believe and how they express this, before moving to think about what this means for believers and how it can relate to the children's own personal beliefs and values. Knowledge of religion is built up from EYFS to Y6 with increasing complexity. Each year group revisits previous knowledge before learning more about the religions and concepts. Revisiting religions and concepts throughout school means that children remember more substantive knowledge and can apply their knowledge and understanding to different concepts within religion, making links between the religions and non-religions they have studied.

Underpinning the substantive knowledge in our curriculum are our key substantive concepts. These concepts are repeated throughout the curriculum and children will learn that the concepts are woven through many different religions and communities:

- Beliefs
- Festivals
- Sacred places/symbols/artefacts
- Community and belonging
- Stories
- Worship and prayer
- Living a good life
- Festivals

Children's disciplinary knowledge is developed through a range of enhancements such as artefacts, visits from believers and visits to places of worship. Children develop disciplinary methods 'ways of knowing' and 'personal knowledge'. Children are taught to think like a theologian by exploring a range of sources, investigating the religious meaning of key stories and asking questions to believers among other things. Key questions in each unit encourage children to develop their personal knowledge and understand how the concepts of religion can link to their own lives.

All children are able to access the RE curriculum as it is delivered using a variety of teaching methods. Practical activities are used regularly to engage the children and ensure that children of all levels are able to reach their potential. Children with SEND are supported with a focus on key vocabulary. Pictures and artefacts enhance this further as well as targeted support and scaffolding. Children's oracy skills are developed through studying stories, discussing key themes and representing them through drama. Discussions of the key questions give children the opportunity to develop oracy skills, particularly debating as the themes become more complex.

It is our ambition that all children will develop a respectful understanding of a diverse range of religions and beliefs as well as the confidence to express their own beliefs and opinions.



## Curriculum Implementation

### Subject Content and Organisation Across School

RE is taught in blocks which are one or two weeks long, depending on the content and demand of the unit. During the Autumn term, learning focuses on what people believe and what those beliefs are based on. In Spring children learn about how believers express themselves in terms of their religion. In the younger years this involves learning about and visiting places of worship progressing to other ways believers express their religion such as charity or art and architecture. In the Summer term, children learn about the impact that religion can have on peoples lives such as the rules they follow, rituals such as weddings and the clothes that people wear.

At Bentley High Street, children will learn about the following faiths:

EYFS – Christianity (also Hinduism and non-religion through festivals)

Y1 – Christianity

Y2 – Judaism, Christianity

Y3 – Islam, Christianity

Y4 – Hinduism, Christianity

Y5 – Christianity, Humanism, Islam

Y6 – Christianity, Humanism, Hinduism, Islam, Judaism

All children will be assessed against the core knowledge as part of each unit. Formative assessment within lessons enables misconceptions to be addressed and revisited. Regular retrieval and practice activities within and after each unit enables children to develop memory of the core knowledge of the curriculum.