

Subject on a Page

# RE

“Be courageous, be strong. Do everything in love.”



**Substantive knowledge:**  
See Pan Berkshire agreed syllabus



**Disciplinary knowledge (being a theologian-beliefs, a philosopher-ideas and a social scientist-behaviour):**

- Exploring
- Recalling and reflecting
- Evaluating
- Making connections
- Understanding the impact on believers
- Appreciating diversity within religions
- Acknowledging similarities between religions as well as differences

Intent- we aim to...

ignite curiosity and develop a deeper understanding of religious and non-religious world views

develop religious literacy and respect for the beliefs of other people

Be open minded

Be able to develop their own ideas and beliefs in response to their learning.

The teaching of key vocabulary is prioritised.

Implementation- How do we achieve our aims?

Our curriculum

- Teachers follow a carefully sequenced curriculum.
- Previous learning is recapped at the beginning of every lesson to ensure content is retained in the long-term memory.
- Learning is brought alive using good quality resources and a variety of learning media including art and drama.
- Lesson specific vocabulary is explicitly taught/ retrieved every lesson. At the end of a unit, children assess their vocabulary knowledge
- Religious vocabulary is read, spelt and pronounced correctly.
- Memorable experiences like visitors and trips are planned in when they clearly support the learning.

• Feedback and Assessment

• Proof of progress questions are used regularly to determine progress made.

• Unit specific vocabulary is RAG rated at the beginning and end of a unit.

• Progress is assessed at the end of each unit

## Progression of skills

Children develop a range of skills they can;


- raise questions about beliefs and ideas
- recall stories and reflect on what they mean,
- Investigate religious ideas and practices
- Link religious ideas with practice
- Understand what difference faith and belief means in the lives of believers
- Develop their own beliefs and ideas
- Children make links between RE and the Christian vision and values of our school.

## Golden threads

Beliefs (Theology) Ideas ( Philosophy) Practices ( Social Science)  
God, Identity and Community

- Children explore the substantive knowledge through three different lenses.
- They explore the belief of those with religious and non-religious world views (theology)
- They ask questions and develop their understanding of ideas (Philosophy)
- They study the behaviour and practises of believers (Social Science)
  
- Through their studies the children will develop a greater understanding of the idea of God
- They will explore and examine the identity of believers and their own identity
- They will find out about the meaning and impact of religious community

## Impact- how will we know we have achieved our aims?



Children enjoy RE lessons and are confident to demonstrate and discuss their learning with others using appropriate vocabulary.

Children demonstrate an interest in religious ideas and concepts and talk confidently about a range of religious and non-religious beliefs and ideas.

Children understand the development of religious and non-religious ideas, and how they have made an impact on our world.

Outcomes at the end of each Key Stage are in line with age related expectations and progress in RE is evident

Children are prepared for the next stage of their learning