

<b>CURRICULUM INTENTIONS</b>	Our Values and Expectations	<b>‘Life for Learning for Life ...’ Religious Education</b>					
		Embracing Excellence		Celebrating Diversity		Nurturing Individuality	
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners
	<b>Curriculum Drivers</b>	Oracy					
	Our Learning Curriculum	Reflective	Relationships	Resilience	Resourceful	Risk Taking	
	Our vision for the <b>Religious Education</b> curriculum at Wembury Primary School	<p>At Wembury, our aim is to deepen pupils’ knowledge about religions and to develop their religious literacy. Pupils encounter core concepts in religions and beliefs, improving their understanding and their ability to explore these key concepts. Our approach sets the context for open investigation of diverse religious traditions as well as non-religious world views. We also include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, inquiry, debate, discussion and independence, whilst giving children a safe space to develop their understanding of people, cultures, faiths and relationships.</p> <p>Our main aim is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>					

Our school uses the Devon Agreed Syllabus for R.E as a basis for our curriculum. The syllabus is designed to support schools in developing and delivering excellence in R.E. This is achieved through studying one religion at a time (systematic units), and then including thematic units which build on the learning by comparing the religions, beliefs and practices discussed. Each unit is centred around a key question to explore, building on prior learning. This teaching and learning approach of the Agreed Syllabus has 3 core elements which are woven together to provide breadth and balance within teaching and learning about religions and beliefs.

These elements are:

- **Making sense of beliefs** – understanding what these beliefs mean within their traditions.
- **Making connections** – establishing relationships between these beliefs and pupil’s own lives and ways of understanding the world.
- **Understanding the impact** – In this element, pupils examine how and why people put their beliefs into action within their everyday lives, their communities and in their wider world. The 3 core elements which underpin the Agreed Syllabus, which has been taken into account, resulting in the following topics being selected for study:
  - **Christianity**
  - **Hinduism**
  - **Islam**
  - **Judaism**

From the syllabus it is required that:

KS1 (Years 1 and 2) – Christianity is studied and two other principal religions.

KS2 (Years 3 to 6) – Christianity is studied and three other principal religions in some depth.

Early Years Foundation Stage - To prepare children for learning about a wide range of religions, this cohort focuses on the theme of 'discovery'; this spans an understanding of who God is to Christians and the Christian celebrations of Easter and Christmas, before an exploration of special people, places and stories. Early links are made between the different places and stories that are special to people of different religions. Most of all, there is a focus on creating a sense of wonder and curiosity that carries on into their KS1 and KS2 Religious Education.

The delivery of each unit is blocked and taught over the course of full school day (6 days over the full academic year).

At Wembury, we value the religious background of all members of the school community and are also fortunate that members of our local church visit us regularly to engage and encourage us by enriching our school values. Their many visits include re-enacting stories from the Bible (Open the Book), giving talks on the significance of different ways of life and to provide support throughout the year for services such as Christingle, Harvest and Remembrance.

Our Religious Education curriculum is enhanced further with regular trips to places of worship in our local area (COVID-19 dependent). Pupils are encouraged to develop a variety of key skills through the RE curriculum;

- Investigating – asking relevant questions, knowing how to use different sources and knowing where evidence provides understanding of religion
- Reflecting – reflecting on religious beliefs, practices and questions. Reflecting upon feelings, relationships and experiences and thinking and speaking carefully and respectfully about religious and spiritual topics
- Expressing – explaining concepts, rituals and practices as well as identifying and articulating matters of conviction and concern
- Interpreting – drawing meaning from resources, interpreting religious language and suggesting meaning from religious texts
- Empathising – considering the thoughts, feelings, experiences, attitudes, beliefs and values of others. Seeing the world through the eyes of others, and seeing the issues from their point of view.

<b>The Learning Environment</b>	<b>Assemblies</b>	<b>Visitors</b>	<b>Educational Visits and Residentials</b>	<b>Experiences</b>	<b>Events</b>	<b>Partnership working with parents and carers</b>
<b>Extra-Curricular Activities</b>	<b>Community Events</b>	<b>Partnership working with other schools</b>	<b>Community Expertise</b>	<b>Pupil Leadership</b>	<b>House Teams</b>	<b>Responding to the News</b>
<b>TEACHING (PEDAGOGY)</b>	<b>Enquiry Based Learning</b>	<b>High Expectations</b>	<b>Consistent Practice</b>	<b>Challenge for All</b>	<b>Excellent Subject Knowledge</b>	
	<b>Working Walls</b>	<b>Vocabulary Rich</b>	<b>Responsive to needs and interests</b>	<b>Reflective</b>	<b>Shared Expertise</b>	
	<b>Mastery</b>	<b>Application of prior learning</b>	<b>Progressive</b>	<b>Enjoyment</b>	<b>Collaborative</b>	
	<b>Risk Taking</b>	<b>Learning Skills: 5 x Rs</b>	<b>Breadth and depth</b>	<b>Pupil Led</b>	<b>Oracy</b>	
<b>ASSESSMENT</b>	<b>Quality First Marking and Feedback</b>		<b>Whole Class Feedback</b>		<b>Tracking Progress Over time</b>	
	<b>Next step marking</b>		<b>Self &amp; Peer-Assessment</b>		<b>Moderation</b>	

<b>IMPACT</b>	<b>ATTAINMENT AND PROGRESS</b>	<p>Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.</p>	<p>The children at Wembury extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They become encouraged to be curious and ask increasingly challenging questions regarding religion, faith, values and human life. Pupils learn to express their own ideas in response to the material they engage with and are able to give their own coherent reasons to support their ideas and views. Through their R.E. learning, pupils are given the opportunity to wonder about the world, explore connections between beliefs and practices studied and can reflect about life in the world today.</p>
	<b>KNOWLEDGE AND SKILLS</b>		
	<b>READINESS FOR THE NEXT STAGE OF EDUCATION</b>		

