

RE Curriculum INTENT

Our RE curriculum has been designed to give pupils the opportunity to develop their understanding of others' beliefs and the skills to make connections with their own values. The curriculum promotes open mindedness and encourages children to be respectful and understanding citizens who are sensitive to the beliefs of others.

Pupils will encounter religions and world views through special people, books, times, places and objects and by visiting places of worship.

It is our role to encourage pupils to be inquisitive, asking questions about themselves, their community and the world, through taking part in meaningful experiences. This will be achieved through the repetition and progression of skills in; celebrating our diverse and rich communities, recognising and experiencing local places of worship and promoting understanding of equality and British values.

Long Term Plan for RE

	Engage	Semi-Formal	Express and Innovate
Communication	<p>Discover and experience faiths and religions through sensory experiences.</p> <p>Communicate their choices through their own means of communication e.g AAC, gestures, signs, and symbols.</p>	<p>Pupils will communicate observations, responses and views through describing, discussing and being able to recall religious stories, practises and beliefs to further develop their knowledge of different religions.</p> <p>They will develop a growing sense of the child's awareness of self, their own community and their place within this.</p>	<p>Pupils will communicate varied opinions, beliefs, practices, connections of features through challenging respectful discussion, expressing their knowledge of religions and beliefs in their community and worldwide.</p>
Independence	<p>Pupils will begin to discover a sense of self. Pupils will independently engage with and experience a range of religious beliefs and celebrations.</p>	<p>Pupils will independently develop an understanding of religious and world views on belonging and meaning along with a knowledge of what is right and wrong and begin to ask purposeful questions.</p>	<p>Pupils will independently form their own beliefs through questioning, explaining and experiencing different religions in their community. Have a deeper understanding of sense of self and why things are right and wrong.</p>
Safety	<p>Pupils will actively explore and discover special and meaningful people and places in their immediate community.</p> <p>Pupils will demonstrate safe behaviour in their familiar surroundings including the community, with adult support. Such as, handling religious artefacts.</p>	<p>Pupils will demonstrate safe behaviour in familiar surroundings and when visiting the local community</p> <p>Pupils will be able to take part in trips out to local church, mosque and other religious places of worship, displaying safe behaviours such as, taking the bus, crossing the roads.</p>	<p>Pupils will be able to explain why and how we need to be safe outside school when going on trips further away to a religious place.</p> <p>They will understand safety rules when being in a religious place and seek help if needed.</p>
Wellbeing	<p>Pupils will feel more comfortable in familiar surroundings at home and school- classroom, quiet room, sensory areas, playground, home.</p> <p>They will build confidence by visiting new places that are within their local environment- churches,</p>	<p>Pupils will develop their understanding of where they fit into the world through learning about places and people who are similar and different to themselves. They will learn about different religions, beliefs and other pupils' views and opinions.</p>	<p>Pupils will deepen their understanding of religious places, events and beliefs through their local community and the wider world.</p>

In RE, pupils will be expected to know, understand and apply the following by the end of each learning stage;

Informal	Semi formal	Formal
<p>Knowledge and understanding</p> <p>Pupils will begin to show an awareness in different religions and cultures through, experience, visits and stories.</p> <p>Pupils will take part in Listening to religious and moral stories</p> <p>Pupils will take part in why are people special to us, what places are special? And what is special in our world?</p>	<p>Pupils will be able to recall and name different religions and beliefs. They will begin to suggest some similarities between communities.</p> <p>Pupils will begin to retell and suggest meanings to some religious and moral stories/sacred writings and suggest meanings and which communities they may belong to e.g what can we learn from sacred books? What makes places sacred? And how do we celebrate sacred times?</p>	<p>Pupils will be able to describe and make connections between different religions and world views that they study e.g what do different people believe about God? Why are festivals important to religious communities? Why do people pray?</p> <p>Pupils will also discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life.</p> <p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life.</p>

Informal	Semi Formal	Formal
<p>Expressing ideas and insights</p> <p>Pupils will begin to communicate their own ideas, personal reflections and be aware of identity, meanings and values e.g where do we belong?</p>	<p>Pupils will begin to observe and recount ways of expressing identity and belonging e.g. Who is Christian, Hindu, Muslim and what do they believe? What does it mean to belong to a faith community?</p> <p>They will begin to develop some similarities between religions and world views.</p>	<p>Pupils will observe and understand varied examples of religions and world views so that they can explain with reasons their meanings and significance to individuals and communities e.g. What does it mean to be a Christian, Hindu or Muslim today?</p>

Informal	Semi Formal	Formal
<p>Gaining and Deploying skills</p> <p>Pupils will discover and awareness of belonging, purpose and respect including discovering beliefs and values as an importance in their own and others lives within their community e.g. What people are special and why?</p>	<p>Pupils will develop their knowledge through finding out about belonging, meaning and truth and exploring how different people work together.</p> <p>They will begin to express their ideas about what is right and wrong and start to give examples.</p>	<p>Pupils will discuss, consider, present and apply their own and others' views on challenging questions about belonging, meaning, purpose and truth applying their ideas in different forms including, art, music and poetry.</p> <p>Pupils will discuss and apply their own and others' ideas about ethical questions including, ideas about what is right and wrong, what do religions say to us when life gets hard? What is fair?</p>