



Religious Education Curriculum Intent

Rationale

“The principal aim of religious education 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.” RE Today 2021

Religious Education (RE) has an integral place in the curriculum of all schools. RE provides a safe space for children and young people to develop their understanding of people, cultures, faiths and relationships. To be curious; to ask big questions and to wonder. RE is determined locally, not nationally, so our school follows the Leicestershire Agreed Syllabus for RE 2021-2026, developed by Leicestershire SACRE with support from RE Today.

In our school, the teaching of Religious Education is an integral part of the curriculum, where we develop an individual's knowledge and understanding of the religions and beliefs which form part of a contemporary society. Religion and beliefs inform our values and are reflected in how we behave and what we say. In our school, our Religious Education curriculum provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and world-views that offer answers to questions such as these. RE also contributes to our pupils' personal development and wellbeing. RE also enables children to be lifelong learners by promoting mutual respect and tolerance in our diverse society. The RE curriculum provides a variety of enrichment opportunities to strengthen their understanding religious and non-religious beliefs. The carefully planned and sequenced syllabus enables pupils to gain a developing understanding of the range of religious and non-religious world views studied, through EYFS, Key stage 1 and 2. To ensure the curriculum is inclusive, a range of strategies are deployed in lessons, to meet the needs of all learners-to support and challenge.

During each Religious Education unit or lesson, dedicated time should be planned for pupils to reflect on their own values and belief systems. This reflection should occur irrespective of the religion being studied, by considering similarities and differences. This process helps pupils develop a deeper understanding of their own beliefs, fosters respect for diverse perspectives, and encourages critical thinking about moral and ethical issues.

National Curriculum aims for RE:

Make sense of religious and non-religious beliefs so that they can:

- To identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary,
- To explain how and why these beliefs are understood in different ways, by individuals and within communities,
- To recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

It is important to identify the skills and knowledge needed to understand the impact and significance of religious and non-religious beliefs so that they can;

- examine and explain how and why people express their beliefs in diverse ways,



- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world,
- appreciate and appraise the significance of different ways of life and ways of expressing meaning,
- make connections between religious and non-religious beliefs, concepts, practices and ideas studied,
- contribute positively to tolerant and diverse society.