



Religious Education and worldviews (RE)

At Broadfield Academy, the following subjects make up our Topic Curriculum: History, Geography, Art & Design, Design & Technology and Music.

Intent:

At Broadfield Academy, we value Religious Education (RE) as an important part of pupils' entitlement to a broad and balanced curriculum and believe that a high quality Religious Education curriculum shapes well rounded and respectful individuals who appreciate that many religions make up our multi-cultural society. Our Religious Education (RE) curriculum provides pupils with opportunities to explore difference, appreciate difference and be exposed to a range of religions, customs, festivals, traditions and other religious items related to specific faiths

Our Religious Education (RE) provided is in accordance with the locally agreed Sacre syllabus for Hertfordshire.

The cross curricular nature of Religious Education (RE) offers a setting for children to apply knowledge and skills linked to other subjects, including Writing, Science, History, Art and PSHE.

The aims of our Religious Education (RE) curriculum is to deliver a curriculum that is accessible to all pupils, so they know more, remember more and understand more. Our Religious Education (RE) curriculum aims to:

- ✚ Equip pupils with the knowledge, understanding and skills needed to explore different religious beliefs, whilst learning how to answer challenging questions concerning them.
- ✚ Develop pupils' understanding that people have different beliefs and this is part and parcel of life, and by embracing difference, pupils understand that this is what makes our world interesting and diverse.
- ✚ Support pupils to know that respecting and embracing difference is an important part of one's own personal evolution and prepares pupils for the adult and wider world.

Implementation:

At Broadfield Academy, our Religious Education (RE) curriculum follows the Agreed Hertfordshire Syllabus. Religious Education (RE) lessons follow a clear and consistent teaching sequence and is taught as an independent subject. Topics are mapped out on the teacher's Religious Education (RE) planning document. We expect all our teachers to follow the sequence outlined on the curriculum overviews.

We recognise the variety of religious and non - religious and backgrounds from which our pupils come from. We are sensitive to the home background of each child, and we welcome the diversity of their beliefs.

We are glad to have the support of the local Christian church and they provide us with opportunities to visit the church and come into school to help with assemblies. We recognise that Religious Education (RE) contributes to pupils' spiritual, moral, social and cultural development.

While it is compulsory for all maintained schools to provide Religious Education (RE), it is not part of the National Curriculum. This means that the Government doesn't dictate what is taught. Within the framework of the law and the Agreed Hertfordshire Syllabus, the aims of our Religious Education (RE) curriculum is to deliver a curriculum that is accessible to all pupils, so they know more, remember more and understand more. Our Religious Education (RE) curriculum aims to:

- ✚ Help pupils acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.
- ✚ Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global.
- ✚ Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the UK.

- ✚ Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards a society of diverse religions and beliefs.
- ✚ Enhance their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences and how religious teachings and beliefs can relate to them.
 - responding to questions with reference to the teachings and practises of religions and other belief systems, relating them to their own understanding and experience.
 - reflecting on their own beliefs, values and experiences in the light of their study.

Pupils begin their journey in Religious Education (RE) in EYFS where they progress through the EYFS curriculum with Knowledge and Understanding of the World and onto the Agreed Hertfordshire Syllabus in Key Stage One and Two.

Through our engaging Religious Education (RE) curriculum, we give our pupils many opportunities to explore, discuss, research and develop their knowledge, so they feel confident that they can leave primary school with the skills and knowledge necessary to progress to the next stage of their Religious education (RE) journey.

A strong focus for teaching is the use of correct technical vocabulary. Teachers carefully plan the language they use during their sessions and model, through discussion and subject specific vocabulary to help embed this language in the children's long term memory.

Scheme of Work:

We use the **Agreed Hertfordshire Syllabus** to teach pupils RE and develop their knowledge, skills and understanding of religious education.

Please view the Religious Education (RE) curriculum overview for further details of the topics and themes taught in each year group.

Research:

As part of the Religious Education (RE) curriculum, pupils are given opportunities to use a variety of research mediums to develop independent thinking and promote curiosity by utilising internet search engines, books and discussions. This allows pupils to lead their own learning and feed their inquisitiveness and raise their engagement in this subject.

Basic Skills:

English, Maths and ICT skills are taught during discrete lessons and are interwoven in the Design & Technology curriculum. This enables pupils to apply and embed the skills they have learnt in a purposeful context.

Cultural Capital:

Where possible, we do our best to make Religious Education (RE) come alive! We plan trips, visits, invite speakers in and take children out into the community to provide first-hand learning experiences to support and develop life-skills. We recognise that to have impact, the planned cultural capital must be clearly linked to current learning, so it can be acquired and applied to what pupils already know.

Impact:

As there are no national standards for Religious Education (RE), we assess the subject holistically and over time. To do this, Teachers use their judgement against the syllabus criteria, contributions made in class and work completed by individual pupils to assess progress. They use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed to inform and address any trends or gaps.

Children in Foundation Stage are assessed within Knowledge and Understanding of the World, and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the Reception year. The teaching of the use of tools, cooking equipment and sewing equipment is progressive, building year on year, to ensure that by the end of Key Stage 2, pupils have a full range of skills and understand how to use equipment safely.

Ultimately, the impact of each pupils' Religious Education (RE) curriculum journey will enable them to:

- ✦ Know more, remember more and understand more about Religious Education (RE), and be ready for the next phase of their Religious Education (RE) journey.
- ✦ Develop strong skills, knowledge and understanding of Religious Education (RE) as outlined by the Agreed Hertfordshire Syllabus and be able to transfer their learning in school and beyond.
- ✦ Respect different religions, faiths and cultures and form reasoned, moral and principled opinions about them.
- ✦ Reflect on their learning and use this to influence the decisions they make now and in the future.