



Our RE Curriculum



Intent

Here at Bushbury Hill Primary School we believe Religious Education helps children investigate and reflect on fundamental questions asked by people. Children's knowledge of world religions is developed. Our Religious Education curriculum enables children to develop skills and knowledge that can transfer to other areas of the curriculum and can be used to promote spiritual, cultural, moral and social development. Our curriculum develops pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life. Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences. RE encourages pupils to develop a sense of identity to flourish individually within their community and as citizens in a plural society and global community. Our RE curriculum helps develop respect and sensitivity to others, in particular those with faiths and beliefs from our own to combat prejudice. The subject allows application of thinking skills, enquiry and creative learning. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout our children's time at primary school, further education and beyond.

Implementation

RE is taught in blocks throughout the year in accordance with the Wolverhampton Agreed Syllabus. This is to achieve depth in learning and ensure skill development. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already and the following lessons will build on that knowledge and address any misconceptions. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross-curricular opportunities arise in different forms. There are weekly assemblies, visitors to school from a cross-section of different faiths and regular collective worship. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

Impact

Outcomes evidence a balanced curriculum, which demonstrates children's acquired knowledge. . Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge and appreciation of different world religions in the context of the school, local area and wider world. RE understanding as well as children's spiritual, moral, social and cultural development is further supported by links to PSHE lessons and British Values. Children further understand the experience of different faith groups, their key beliefs and respect the religious beliefs and practices of different faith groups in their community and beyond through visits to local places of worship. Workshops and visitors from various faith groups help children to transfer their skills, develop respect for others and understand beliefs that may be different from their own in the context of the wider world.