

RE Curriculum

Intent

The principal aim of RE at Eileen Wade is to teach children 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 studying religion and worldviews, reflecting on their own ideas and ways of living.

At Eileen Wade, we achieve this through a variety of teaching techniques, including art, stories and drama, moving on to debate and discussion in KS2.

The study of RE reflects our core value of 'working together', encouraging the children to embrace diversity by equipping them with the breadth of knowledge required to become independent, tolerant and responsible members of our multi-cultural society.

Teachers have high expectations and work enthusiastically, enabling all children to 'aim high' and 'shine brightly'.

Implementation

The threefold aim of RE elaborates on the principal aim and puts the purpose of the subject into action.

<p>1 Make sense of a range of religious and non-religious beliefs and ideas, so that they can:</p> <ul style="list-style-type: none"> • identify, describe, explain and analyse beliefs and concepts in the context of living religions and worldviews, using appropriate vocabulary • explain how and why these beliefs are understood in different ways, by individuals and within communities • 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
<p>2 Understand the impact and significance of religious and non-religious beliefs and ideas, so that they can:</p> <ul style="list-style-type: none"> • 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
<p>3 Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</p> <ul style="list-style-type: none"> • evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses • challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response • discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

The above aims are implemented through the topics we teach from the Bedford Borough agreed syllabus over a two year rolling program in all year groups except Year 2, which is a single year group.

This can be viewed in the long term plan document available on the school's website.

Impact

Children are assessed throughout the unit at the end of each unit on elements of the threefold aim looking at how specific skills from each of the three elements are developing and whether children are working towards the expected standard, at the expected standard or working at Greater depth. This is then used to inform teacher's planning and assessments are passed to subject leaders for monitoring. Subject leaders also use pupil voice interviews as well as book monitoring to assess the teaching and learning of RE.