



Religious Education Curriculum Statement

Intent

Our Religious Education curriculum aims to equip pupils with the knowledge, understanding, and skills to navigate an increasingly diverse and complex world. The golden threads that underpin our curriculum are:

- **First Term: Christianity as the Foundation**
Each academic year begins with Christianity, the religion historically and culturally rooted in our country. This provides pupils with a strong grounding in its beliefs, practices, and influence.
- **Subsequent Terms: Reflecting Outward to Other Faiths**
Later terms focus on other major world religions represented in our local community and the wider world. This approach fosters respect, empathy, and appreciation of diversity. Each term, children revisit their previous learning to build connections, identifying similarities and differences between the beliefs, practices, and values of the religions studied.
- **Considering Non-Religious Worldviews**
Every unit includes non-religious perspectives, such as Humanism and secular viewpoints, ensuring inclusivity and preparing pupils for life in a pluralistic society.

Our intent is to develop pupils who can think deeply about questions of meaning, identity, and values, and who understand how beliefs shape lives and communities.

Implementation

Each year starts with Christianity, followed by units on other faiths and non-religious worldviews. This consistent structure reinforces progression and coherence. Teaching focuses on lived experiences rather than abstract study, connecting beliefs to real-life contexts and events.

A key part of our RE curriculum is that pupils learn to think like **philosophers, theologians, and social scientists:**

- **Philosopher:** Asking big questions about meaning and existence.
- **Theologian:** Exploring beliefs, texts, and traditions.
- **Social Scientist:** Understanding how beliefs influence communities and society.

These lenses are introduced early and revisited each year, with expectations for depth and sophistication increasing progressively. Lessons encourage discussion and reflection, using structured questioning to promote critical thinking and respectful dialogue. We use Bloom's Taxonomy of questions to scaffold learning, ensuring progression from simple recall to higher-order thinking, which helps pupils structure their thoughts and articulate increasingly sophisticated answers.

Impact

By the end of their RE journey, pupils will:

- Demonstrate secure knowledge of Christianity, other major world religions, and non-religious worldviews.
- Show respect and understanding for diversity within and between beliefs.
- Apply philosophical, theological, and social scientific thinking to interpret and evaluate ideas.
- Reflect thoughtfully on how beliefs influence identity, community, and global events.

Our curriculum ensures pupils leave school as informed, empathetic individuals who can engage positively in a diverse society.