

## Intent

*RE has an important place in the curriculum of all schools. It provides a safe space for our young people to develop their understanding of all people, cultures, faiths and beliefs and relationships (Jacqui Osmund-Smith, SACRE chair)*

Our intent for the teaching of R.E. is outlined in the principles of the Agreed Syllabus for R.E. by Telford and Wrekin (2021).

Through the teaching of R.E. it is our aim for children to develop the knowledge attitudes and skills to become informed, respectful members of society.

We want to encourage our children to develop their understanding of beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community and the environment. It is our aim to support them as they begin to consider their own responses to questions about the meaning and purpose of life.

At Moorfield we recognise that religion, worldviews and ways of living are dynamic in the lives of individuals, the local community, the nation and the world. We want our children to draw on real experiences of individuals and communities and to develop a living, breathing understanding of religion.

Through the Agreed Syllabus for R.E. is our intent that pupils develop other skills that are not just subject specific. We want our pupils to ask pertinent and challenging questions, to investigate, to analyse, to draw conclusions and to express opinions, to become confident individuals with their own right.

## Implementation

The R.E. curriculum at Moorfield follows the Agreed Syllabus for Religious Education developed by Telford and Wrekin (2021) and the new EYFS curriculum (2021). At Moorfield, following the recommendations of the Agreed Syllabus and taking into account the make-up of our local area, we have selected the following religions to teach as children progress through school:

EYFS and KS1 - Christianity and Islam

Key Stage 2 - Christianity, Islam, Hinduism and Sikhism

Aspects of other religions may be included where appropriate, for example when celebrating a festival as a whole school or drawing on a child's own experiences.

An outline of units covered by each year group can be found in the appendix below.

The Agreed Syllabus and detailed units of work can be found at [Standing Advisory Council on Religious Education \(SACRE\) - Telford & Wrekin Council](#)

### Experiences and Enrichment Opportunities

These include;

- handling artefacts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship
- taking part in whole school events- (celebrations, Harvest Festival, school performances)
- using resources on the SACRE website, for example virtual tours of religious building
- drawing on the experiences of our families and children

## Impact

Through the R.E. curriculum our children;

- are excited and motivated to learn about different religions, world views and ways of living
- are able to consider their own values and attitudes, reflect on their own identity and develop a sense of self.
- are respectful members of society who respect diversity and strive to understand others
- Know and Understand about different religions and worldviews, for example they are able to describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities
- are able to Express and Communicate their ideas about beliefs, practices and forms of expression effectively and with consideration
- are able to Gain and Deploy a range of transferrable skills, e.g. give reasoned responses, question, express ideas, analyse viewpoints

