

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. for 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 believe that the R.E. curriculum plays a important role in the teaching of core British values, particularly individual liberty, mutual respect and tolerance of religious beliefs and diversity.

We want our children to widen their understanding of beliefs and practices of religions and worldviews, to develop informed opinions and to grow in their 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 have real experiences of individuals and communities and to develop a living, breathing understanding of religion. We also aim for our children to understand that there is diversity within religions and that even within a certain religion there may be differences in practise and beliefs.

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.

We do not want our children to have a shallow understanding of many religions. It is our aim for children to study fewer religions in greater depth, rather than giving many religions a cursory overview. In this way we aim for our children to 'dig deeper' into religious concepts and develop their knowledge, understanding and skill set year on year as they progress through the school.

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) and reflects that, '...the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (RE Review, 2013, p15).

The *Agreed Syllabus* is the legal document from which all schools within the Local Authority must teach and outlines content and suggested skills and concepts to be taught. It requires Christianity to be taught in every Year group, plus one more religion in KS1 and then another to be added in KS2. At Moorfield the following religions are taught:

- EYFS - Christianity
- KS1 - Christianity and Judaism
- KS2 - Christianity, Judaism and Hinduism

Elements of other faiths may be touched upon, for example looking at Islam in our Year 6 prayer unit. However, the above religions are those that our children learn in greater depth. These enable our children to begin secondary school with a good understanding of both some Abrahamic religions and a Dharmic religion, thus laying the sound foundation for future learning.

As a school we have picked out the key concepts from the *Agreed Syllabus* to enable children to make progress year on year, lesson on lesson. Key concepts are identified for each unit of work and are referred to in lessons to enable children to recognise common threads in their work and to make links with previous learning. Units of work taught in each year group and key concepts

can be found in the folder, 'R.E. Planning and Progression 2024' grid in this folder. The whole Agreed syllabus can be found at [Agreed syllabus - Telford & Wrekin Council](#)

Within our units of work, children have many 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- (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

The key festivals that we celebrate as a whole school are Diwali, Christmas, Lunar New Year, Easter and Eid. Children will celebrate these in a whole school assembly, and we are developing progressive schemes of work for Christmas and Easter and to enable our children to deepen their knowledge and understanding within lessons as they progress throughout the school. Diwali is studied as a whole unit of work in Year 3/ 4.

We recognise that parents do have a right to withdraw their child from all, or part of, the RE provided. However, much has changed since this right was enshrined in law. Religion and belief have become more visible in public life in recent years, making it even more important that all pupils should have an opportunity to engage in RE. We do not support selective withdrawals from R.E. in principle and are happy to have conversations with parents who are considering making this choice.

Impact

Our children develop a coherent understanding of three world religions by the end of Key Stage 2. By including religions from both Abrahamic and Dharmic religions, our children have firm foundations on which to build future R.E. in Key Stage 3 as they begin to learn about other faiths and build on those that they are already familiar with.

Our children are;

- excited and motivated to learn about different religions, world views and ways of living
- able to consider their own values and attitudes, reflect on their own identity and develop a sense of self.
- know and understand about some different religions and worldviews, for example describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities
- able to express and communicate their ideas about beliefs, practices and forms of expression effectively and with consideration
- able to gain and deploy a range of transferrable skills, e.g. give reasoned responses, question, express ideas, analyse viewpoints

Through our curriculum and the experiences that we offer, our children learn to recognise the vibrancy, relevance and diversity of religion and its lived reality in the lives of individuals and communities. They are set on a pathway that will lead them to become respectful members of society who strive to understand others and are respectful and interested in the lived reality of others.

