



Curriculum Intent RE

1. Vision & Purpose

- RE is not about telling pupils what to think it's about teaching them how to think, with curiosity, compassion, and integrity in a safe stimulating environment. Over 75% of the world's population identify as being religious we believe that religion plays a significant part in many lives.
- Our RE curriculum fosters understanding, respect, and thoughtful reflection. It provides all pupils with meaningful opportunities to explore a rich tapestry of beliefs, values, and traditions drawing from world religions and non-religious worldviews alike.
- Through enquiry, discussion, and thoughtful reflections, pupils develop moral awareness, empathy, and the ability to think deeply about life's big questions. They learn to appreciate diversity, challenge stereotypes, and form their own informed views preparing them to thrive in a modern, cohesive multicultural society.

2. Ambition for All Learners

- RE is accessible to all pupils, regardless of their faith background or prior knowledge.
- Lessons are inclusive and ensure that SEND and disadvantaged learners can engage fully in discussions and written work.
- High-attaining pupils are encouraged to analyse complex philosophical and ethical issues, debate contemporary questions, and consider multiple perspectives.

3. Knowledge & Skills Development

Pupils will:

- Learn about the beliefs, teachings, and practices of major world religions (Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism) and non-religious worldviews (Humanism, atheism).
- Explore themes such as morality, ethics, justice, relationships, equality, prejudice and discrimination (sexism, racism and LGBTQIA+).
- Develop skills in enquiry, interpretation, evaluation, and reflection and self-reflection.
- Practise debating, justifying opinions, and respecting differing viewpoints.
- Understand how religion and belief influence individuals, cultures, and societies.

4. Sequencing & Progression

- **KS3:** introduction to a broad range of religions, worldviews, and themes to build foundational knowledge and respect for diversity.
- **KS4:** focus deepens, often linked to GCSE AQA specification A with a focus on beliefs teachings and practices in both Christianity and Islam. There is a broad complex study of philosophical, ethical, and theological issues (e.g. Religion Peace and Conflict, Relationships and Families, Religion and Life, Existence of God and Revelations, and Crime and Punishment.)

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5. Literacy, Oracy & Vocabulary

- Pupils learn subject-specific vocabulary (e.g. salvation, incarnation, karma, dharma, secularism, justice).
- Oracy developed through discussion, debate, on religious and ethical questions.
- Extended writing and evaluation tasks build literacy, helping pupils to argue, justify, and reflect in writing.

6. Enrichment & Cultural Capital

- Opportunities for visits to places of worship and cultural centres are planned for the future.
- Enrichment through celebration of awareness weeks (e.g. Christian Aid Week, Holocaust Memorial Day).
- Encouragement of tolerance, curiosity, and cultural awareness, broadening pupils' understanding of the world.

7. Cross-Curricular Links & Real-World Relevance

- Strong links with PSHE/Learning for Life (ethics, morality, personal reflection), History (religion in historical context), English (evaluating texts, expressing arguments), and Citizenship (law, democracy, human rights).
- Real-world application: understanding diversity in workplaces, communities, and wider society.
- Careers relevance: skills developed in RE support careers in law, education, public service, healthcare, Army, film work and community work.

8. Safeguarding & Online Safety

- RE provides a safe space to discuss sensitive issues respectfully, ensuring pupils feel included and valued.
- Encourages respect for different beliefs and responsible use of social media when engaging with faith-related issues.

9. Assessment & Impact

- Formative assessment through questioning, discussions, reflective tasks, and written responses.
- Summative assessments at KS3 are taken three times a year at the end of key units.
- Summative assessments at KS4 are spread throughout units of work and also at the end of a full unit. They are aligned with national/GCSE requirements, including evaluation and extended essay-style questions.
- Impact measured through pupil outcomes, ability to express a balanced mix of viewpoints, respect shown in debates, and engagement in lessons. It is also expected that impact would also be demonstrated by an inclusive school ethos and pupils' harbouring a sense of belonging within the school community.

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