



Curriculum Intent

Statement of Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

Celebrate our differences

The broad and balanced approach that school has towards learning about different religions gives children the opportunity to learn about and celebrate the beliefs, values and traditions that may differ from those. Meaning that children will be able to be tolerant, understanding and accepting of differing viewpoints.

Have high aspirations

A key aspiration of Religious Education is to promote a more harmonious society. By having a broad and balanced experience of different faiths children will gain a better understanding of other people's beliefs. Children will then be prepared for and tolerant these beliefs when they meet them in the wider world.

Be passionate about the wider curriculum.

Our Religious Education curriculum is grounded in experience and interaction with the religions of the world. We aim to give our children as many first hand opportunities to talk with members of different religions and to explore the way their faith is lived out.

Strive to be healthy

Religious education is a mode for children to learn about the beliefs and traditions of people from across the world. Doing this allows understanding to develop in all learners and help promote a harmonious world where other beliefs and viewpoints are accepted.

Love language.

Religious language is a key element to RE learning. Carefully sequenced vocabulary is built up as a child progresses through school allowing them to build upon what they have learned previously.



Statement of Intent for Religious Education

At Deepdale Community Primary School, we see the aim of Religious Education to be

'To support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' - exploring answers offered by religion and belief.'

Our curriculum is designed to ensure that all pupils;

1. Know about and understand a range of religions and worldviews.
2. Express ideas and insights about the nature, significance and impact of religions and world.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

(Taken from 'Searching for Meaning' the Lancashire Approved Syllabus for Religious Education).

Vision for Religious Education

Our vision for Religious Education is for children to explore and celebrate the differences in belief that are held within school and within society as a whole. We also aim for children to explore the question 'what is it to be human?' Children will explore the answers offered by various faiths. A key element of Religious Education at Deepdale Community Primary School is through interaction with other faiths. Because of this, visitors in to school and visits to places of worship are a key element of our curriculum. By the end of Year Six, we aim for every child in school to have visited places of worship for the six main faiths covered in our curriculum.

Curriculum Implementation

Principles of Teaching and Learning in Religious Education

At Deepdale Community Primary School 5% of curriculum time is allocated to discrete Religious Education teaching. This equates to roughly one hour a week. Deepdale Community Primary School follows the Lancashire and Blackpool Agreed Syllabus for RE which is designed around a key question in each year group, with each question linking back to the overarching field of enquiry question, 'what does it mean to be human?'

Sequencing and Progression of Learning

Religious Education follows an enquiry approach that moves through four strands to enable full engagement and develop understanding.

- Shared Human Experience – an experience that is common to all human beings.
- Beliefs and Values – examining the core beliefs and values at the heart of a faith.
- Living Religious Tradition – exploring the way in which a religions core beliefs and values show in members' everyday life



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- Search for Personal Meaning – how has the exploration of the religious beliefs, values and traditions developed my beliefs.

Due to the three major faiths in our local area being Christianity, Islam and Hindu Dharma, these three faiths will be taught in each year. Every year group will then study one further faith. The curriculum is structured so that children gain a deeper understanding of the beliefs, values and traditions of the faiths explored as they move through school. The key questions reflect this,

- EYFS: Where do we belong?
- Year 1: What do people say about God? – exploring basic beliefs about God.
- Year 2: How do we respond to the things that really matter? – Exploring how people of different faiths might respond to God – e.g. prayer.
- Year 3: Who should we follow? – exploring key individuals or groups different faiths may look up to.
- Year 4: How should we live our lives? – explore how being part of a faith can impact someone's life.
- Year 5: Where can we find guidance about how to live our lives? – exploring how people of different faiths can find support and help in how to live their life.
- Year 6: Is life like a journey? – exploring key milestones and rites of passage in different faiths.

Reading across Religious Education

Children at Deepdale are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills through being provided with a range of engaging challenging texts that are used across Religious Education including stories that make up religious texts and traditions. Such as excerpts from the Bible, the Qu'ran, the Tanakh and the Vedas.

Relationship to other subjects

There are clear links to British Values in all aspects of Religious Education. Successful Religious Education learning will allow children to explore the rule of law; individual liberty; and develop mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

In addition, links can be found within Personal, Social, Health and Economic education as the children will be working to develop a sense of self and a sense of belonging.

Art and symbolism is a key feature of many faiths and depicts crucial elements of beliefs, values and traditions. Children can also be given the opportunity to present their own ideas and responses in the form of artwork.

Children will be given the opportunities to develop their Spoken Language skills by participating in regular discussions and group activities within Religious Education lessons. The children will all be encouraged to share their opinions with partners, groups and then, as they grow in confidence, to the class. Other opportunities to develop these skills will arise when visits and visitors take place.



Inclusion

We aim to provide for all children so they achieve as highly as they can in Religious Education, according to their individual abilities. We will identify which pupils or groups of pupils are underachieving and take steps to improve their learning. Those children working at Greater Depth will be identified and suitable learning challenges provided. Children with specific learning needs and those with Targeted Learning Plans will be supported as required. At Deepdale Community Primary School, we recognise the fact that all our children come to school having encountered their own version of the world we live in. Therefore we are committed to ensuring that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. We aim to provide suitable learning opportunities irrespective of race, gender, disability, faith, religion or socio-economic background.

Curriculum Impact

Assessment

Assessment is on-going and is a vital tool to aid future planning. Children are assessed on their oral responses as well as their written work and each child's progress will be noted. In KS1 and KS2, teachers will assess the children using the end of key stage expectations and in the Foundation Stage children will be assessed using the Religious Education outcomes document. In KS1 and KS2, all children have a Religious Education book which is used to record learning through written work and photographs. In EYFS, each class has a Religious Education floor book which is used to record images and discussions throughout the year.

Due to the main element of Religious Education learning being exploring the key beliefs, values and traditions these are the areas that children will be assessed on at the end of each year group.

Reporting

Children's progress and attainment will be reported to parents in their annual report. As a school, we report end of KS1 and end of KS2 attainment to SACRE based upon the end of Key Stage outcomes. Please see separate document for these outcomes.

Recording

In KS1 and KS2, the children have a Religious Education book which is used to record learning through written work and photographs. In the Foundation Stage classes have a floor book which is used to record images and discussions throughout the year. All work is marked in accordance with the 'Feedback, Review and Improve' policy (please see separate policy for further guidance). Written or verbal feedback will be given.



Monitoring and Evaluation

The school has adopted the 'Lancashire and Blackpool Primary Progression Grids'. As the three most prominent religions in Lancashire three faiths progress throughout school (Christianity, Islam and Hindu Dharma). So, the majority of assessment will take place when studying these three religions.

Assessment will consist of looking at a unique child's understanding of the specific Religious Education content and the use of the taught Religious Education skills. This content and the Religious Education skills are outlined in the progression grids.

In accordance with the school's monitoring and evaluation cycle, each year group's planning and samples of work will be scrutinised at least once per year. All teachers are responsible for monitoring standards but the subject leader takes the lead in this.

These include:

- Subject leader to analyse teachers medium term plans to monitor coverage and balance of the curriculum planned
- Through discussion support colleagues in their teaching, by keeping informed about current developments in Religious Education
- Use allocated time to monitor and review documents, planning and evidence of children's work
- Subject leader has a Religious Education portfolio where samples of work and photographs are kept to show the variety of Religious Education taught in school and to show skill development.

Resources

Resources should be used as a starting point for discussion or to engage children's interest. They can help children to gain a deeper understanding of religious beliefs and traditions and can make learning about religion more real and relevant.

Resources for Religious Education include:

- Religious texts and sacred books
- Religious artefacts
- Visitors to the school
- Trips to places of religious significance
- Films and photographs
- Websites

Children should have the opportunity to visit at least one place of religious significance and hear from at least one visitor to the school who represents a religion they are studying. This may be a parent, or even another member of school staff who feels comfortable discussing their personal faith with the children.

Visits and trips should provide children with opportunities to learn about the religion in question, but also opportunities to think deeply and ask relevant questions which further their personal exploration of belief. Teachers should have contact with potential visitors before the planned visit to discuss objectives and aims



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for the session and prepare the visitor for any children in the class who may have specific difficulties. It is also advisable for children to be prepared with questions they may wish to ask before the session begins.

Trips should be planned for following the usual school procedures and should have a clear purpose and clear learning opportunities.

Health and Safety

It is the responsibility of all staff and where possible pupils, to be aware of the possible health and safety issues related to Religious Education focused educational visits. It is fundamental that pupils develop a positive attitude to themselves, others, tools and equipment and an ethos is created where respect for our environment is developed. It is the responsibility of the year group leaders to check and complete all risk assessments for Religious Education focused educational visits.

Parental Right to Withdraw

Parents have the right to withdraw their children from Religious Education lessons however this is not encouraged. Deepdale Community Primary School teaches open minded and inclusive religious education: all pupils develop their own beliefs and values through Religious Education. So, any parent considering exercising the right of withdrawal and removing their child from the subject is invited to make an appointment with the Headteacher to discuss the approach we take to Religious Education and the aim to deliver a rounded view open different faiths and worldviews.

Review:

Policy first written: November 2017

Policy last revised: September 2025

Next review date: September 2027