

# Curriculum Intent

Our curriculum design for Religious Education is broken down into four key parts: **knowledge**, **skills**, **understanding** and **vocabulary**. These areas have been sequenced in each year group ensuring they are progressive and everyone understands the intended end-points. Religious Education makes up part of our outer curriculum and reflects our embedded values including respect and understanding.

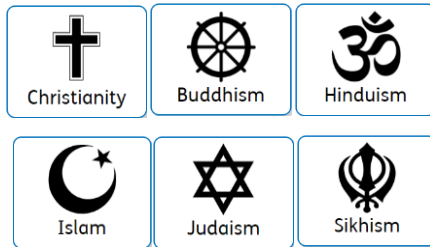
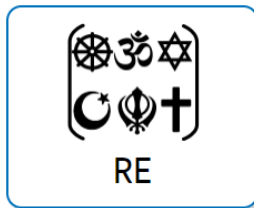
The development of knowledge, skills and understanding focuses on two key aspects of learning in Religious Education; 'Learning about religion and belief' and 'Learning from religion and belief'.

# Curriculum Implementation

We follow the Scheme of Learning called Discovery RE to encourage self-awareness and reflection within an enquiry-led approach, allowing the children to develop their curiosity for other religions. We want all pupils to recognise how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

Each term, the children are able to participate in an RE themed day which further develops their awareness of different religions. This contributes to their development of curiosity for other religions and gives them a better **understanding** of the multi-cultural society they live in.

Like other foundation subjects, Religious Education lessons have a clear process which involves retrieving learning, exploring Religious Education as a subject, presenting a clear objective and key **vocabulary** as well as summarising the **knowledge** and **skills** the children will learn and remember.



# Curriculum Impact

Our broad and balanced RE curriculum aims to engage, inspire, challenge and encourage all pupils, equipping them with the **understanding**, **knowledge** and **skills** to explore different religious beliefs, cultures and values.

The effective teaching of RE will develop each pupil spiritually, morally, socially and culturally; enabling them to show the core values they learn at Zouch towards the beliefs found within our local community, wider community and multi-cultural society.



# Assessment

Each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Teachers record the progress of each child termly and use this to inform and adapt future planning.

Our values

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