

Religious Education Curriculum Statement - Vision

Intent

At St Margaret's at Hasbury, we have carefully designed our RE curriculum with the intent that our children will become **independent, resilient, creative, emotionally intelligent and curious learners**. We aim for all learners to become knowledgeable in the subject, academically, but also to develop a child's own belief system in a broader and respectful sense. At St. Margaret's at Hasbury, our aim is to help children develop a secure understanding of the key concepts underpinning different key faiths, and within Christianity, understand the Bible as a 'big story' where children will understand the chronology and order of events and how they occurred. Within Religious Education, we want all children to become confident and courageous in the face of challenges; be the best they can be and believe that, **'With God, everything is possible.'** (Matthew 19:26)

Implementation

As a voluntary controlled school, St Margaret's follow the Local Authority's agreed syllabus, the Dudley Sacre 2013 syllabus for RE, combined with the 'Understanding Christianity' resource. Our bespoke curriculum provides opportunity for both the academic study of religion and for reflection and development as individuals. Both schemes of work **spiral** through the Key Stages and offer repeated opportunities to further develop and deepen understanding of key concepts. The curriculum gradually expands throughout each year group, allowing children to make links and compare and contrast key religious beliefs.

RE is taught on a weekly basis to ensure coverage of each unit is delivered. Each year group has **six units of work**, per year, and in some cases, key concepts will be taught at the same time or will be delivered to coincide with key religious festivals. Trips and visits are promoted to provide children with opportunities to more actively engage with a concept and broaden their cultural capital. A new '**progression and knowledge**' document has been created to show a clear learning journey from EYFS through to Year 6, thus enabling opportunities for challenge. In line with the Dudley SACRE expectation, Islam is the second religion taught in depth, allowing children to make connections. Other faiths are dipped into across the year groups to develop a familiarity with other religious belief systems. Vocabulary awareness is key in all aspects of the curriculum, especially in RE. Specific vocabulary has been selected to be taught alongside each unit of work and is revisited throughout each year group allowing links to be made and key concepts to be understood at a deeper level.

Impact

The children at St. Margaret's at Hasbury enjoy learning about Christianity and other religions. They also understand why people choose, or, choose not to follow a faith. By the time children in Year 6 leave St. Margaret's, they leave having a clear understanding of key concepts in Christianity and within Islam. Children respond to complex questions, using appropriate language and skills acquired throughout their learning journey. As children advance through each year group, they develop their own knowledge and understanding which is broad, deep and respectful. Work outcomes are recorded in RE books and classroom floor books - these show progression and appropriate levels of challenge throughout each unit of

work. Children speak confidently and openly about any aspect of religion which they find thought-provoking and challenging. Our students leave school well-equipped with skills to further support their journey into secondary school.