


## SUBJECT ON A PAGE


RE

At Holme C of E Primary Academy we believe that acquisition and command of vocabulary are key to learning across the curriculum.


INTENT - Our intention is to:

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- promote religious understanding of, respect for and openness to a wide range of religions and worldviews;
  - increase religious literacy to support a child's ability to form critical, balanced, and reflective opinions and arguments;
  - challenge all forms of discrimination, stereotyping and prejudice in order to promote equality;
  - make clear links with statutory requirements for British Values education and Spiritual Moral Social and Cultural education;
  - enable pupils' to explore their own belief system, give them time to reflect, consider alternative worldviews and contemplate their own place in the world;
  - provide opportunities for virtual or face-to-face encounters with people of faith and places of worship;
  - follow statutory guidance regarding ratios of Christianity to World Faiths and Worldviews according to the formal designation of the academy and according to the demographic structure of the communities they serve.

The curriculum for RE aims to ensure that all pupils:



A. Know about and understand a range of religions and worldviews;



B. Express ideas and insights about the nature, significance and impact of religions and worldviews




C. Gain and deploy the skills needed to engage seriously with religions and worldviews.




IMPLEMENTATION - How do we achieve our aims?

At Holme C of E Primary Academy our curriculum is well-structured and logically sequenced, building upon prior knowledge and hence showing clear progression of knowledge and skills over time. We use a multidisciplinary approach providing a balance between theology, philosophy and human/social science. As a school we follow a revised curriculum planned for DEMAT schools (2024) following statutory guidelines of at least 50% Christianity.




Units use 5 key concepts:

Context  
Identity and Belonging  
Meaning and Purpose  
Power and Authority  
Values and Morality



At least 50% of the taught units are Christianity and are delivered on a two-year cycle.





## IMPACT - How will we know when we have achieved our aims?

- Our pupils will be actively interested and engaged in religious education lessons and be able to talk and reflect on their views and views of others with confidence.
- The pupils will be able to make comparisons of Christianity with other world religions, make measured and balanced arguments about religious topics and be able to articulate these throughout their Primary school education.
- Pupils attainment and progress will be in line with national averages and written work will be of the same high-quality standard.

Increased knowledge

Reflective

Increased engagement

High-quality writing

Comparisons

Understanding of the world and differing views

Exploration of spirituality

## SPIRITUALITY - This will be across the curriculum too.

BEYOND

The relationship, connection and thoughts you have with the idea of a divine being.

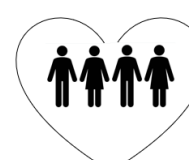


OUR WORLD

The relationship and connection you have with the world we live in.

ME

The relationship and connection you have with yourself, your thoughts, your feelings.



OTHERS

The relationship and connection you have with others.



## PROGRESSION - How does learning progress throughout the school?

How does the progression work?

RE units progress through knowledge and skills throughout the school, starting with Christianity and encounters with other world religions in the EYFS.

The choices in activity tasks for each learning outcome ensure a wide range of skills are taught through the RE curriculum and knowledge is built on and revisited throughout different year groups. Pupils will encounter and revisit a range of religions such as Christianity, Judaism, Islam and Hinduism. This enables pupils to build on prior learning and deepen understanding of each religion.

Children will be encouraged to determine their own worldviews linked to subject matter and these will be reflected and revisited over time.