



Montgomery Religious Education and Worldviews Statement

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Intent

The study of religious and non-religious worldviews is a core component of a rounded education. This is now more important than ever where young people are growing up in a world with an increasing diversity of religious and non-religious worldviews and will need to live and work well with those of different worldviews to themselves. The principal intent of religious education is for pupils to explore different religious and non-religious worldviews in a local, national and global context and the difference they makes to how people live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The Curriculum – Implementation

Our RE curriculum includes content about Abrahamic, Dharmic and NRWVS religious traditions. This sets out the journey for RE from early years to year 6.

During Reception, children will begin to explore the concept of 'belonging' and link this to belonging to different faiths. Through this, they focus on the Christian festivals of Christmas and Easter before being introduced to Judaism and Islam. As they move into Key Stage One, children will develop this knowledge, specifically exploring Christianity, Judaism and Islam. As children move into Key Stage Two, they will continue to develop their knowledge of these religions but also begin to learn about Hinduism. By focusing on these key religions, children are given the opportunity to develop their depth of knowledge, rather than their breadth of knowledge.

As part of their RE curriculum, children explore thematic questions in the Summer term. These questions begin to look at comparing worldviews which allows children to make connections in their learning. Furthermore, the Summer term involves a whole school RE day. Here, all children will spend time exploring a common theme which links to our school values and respond to this through art, music or drama. A whole school celebration assembly raises the profile of RE and allows for this learning to be appreciated by all.

Key religious festivals and celebrations are marked on a whole school calendar and acknowledged across the school through school wide assemblies and classroom activities.

Impact

RE will help children make sense of a range of religious and non-religious worldviews, as well as understanding the impact and significance while making connections between these

beliefs and how it has impacted on our country's history. The teaching of RE will provoke children to ask challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Through this, children will develop their own worldviews. Children's learning will be evident through pupil voice and class RE books which will document their learning as they move up through the school.

A focus on key vocabulary/concepts and regular retrieval sessions, ensures learning is retained in the long-term memory and thus allows for a progressive curriculum where children can draw upon existing knowledge.

Our carefully sequenced RE curriculum ensures that by the time children leave primary school in year 6, they have a sound understanding of the religions we teach and have been exposed to and had experience of religious traditions and important concepts.

Links to Whole School Curriculum Vision

As children progress through the school, RE will offer a range of experiences, such as visits to religious sites and visitors to the school from a range of religious backgrounds. Every year, each year group will either go on a trip to a religious building or have a visitor from the religious community to run a workshop with them. This presents the opportunity to deepen understanding and put RE into a 'real' context while ensuring we are focussing on our locality and what Exeter has to offer. Furthermore, we encourage teachers to draw upon their knowledge of our school community including both our children themselves and their parents/carers and wider family.