



Religious Education Curriculum Offer

Intent	<p>Purpose: All pupils will develop a broad knowledge and understanding of Christianity and other religions within the United Kingdom, and around the world. Religious Education (RE) promotes mutual respect and open-mindedness towards others with different faiths and beliefs, and through this subject, pupils will ask challenging questions about the ultimate meaning of life, issues of right and wrong, and what it means to be human, as well as reflect on their own beliefs and how they affect the way they live their lives.</p> <p>Relationships: RE plays a significant role in the provision of spiritual, moral, social and cultural development as pupils reflect on their own beliefs as well as those of others. As they work and socialise with other pupils with different religious and ethnic backgrounds, they learn to respect and celebrate cultural diversity. It ties in with the teaching of British Values, particularly mutual respect and tolerance of those with different faiths and beliefs, as well as the promotion of Uplands behaviours. In RE, pupils will learn to make links between their own lives and those of other members of their community, as well as within the wider world.</p> <p>Impact: Pupils enjoy learning about Christianity, the main religion within the United Kingdom, as well as the other prevalent religions represented in this country. They will be able to make links between different religions and discuss their similarities, as well as their differences: including, their gods, holy books and places of worship. Pupils will have explored different beliefs, asked and answered challenging questions and will have become confident to talk about their own experiences. Pupils will be able to relate to the human experience that underpins a key question, such as commitment and belonging, and apply to their own experiences, religious or not. Pupils in EYFS will be able to listen to and talk about stories as well as the festivals and celebrations that are marked within their family.</p> <p>Metacognition: Discovery RE, the scheme of work followed by the school, has a 4-step process: engagement, investigation, evaluation and expression. The key aims for each unit are that pupils will learn both from and about each religion. The pupils will participate in an enquiry-based approach where they are actively involved in investigating and answering the key questions that are asked at the beginning of a unit. Pupils will be able to use their subject knowledge and their evaluation and critical thinking skills, and apply them to answering the key questions.</p> <p>Experiences: Pupils have the opportunity to learn about some religions first hand when they visit local places of worship including Maidenhead Gurdwara and St Michael's Church, or welcome visitors from different faiths to lead lessons/assemblies. The Reverend from St Michael's Church also regularly leads assemblies.</p>
Implementation	Uplands Primary School and Nursery follows the Pan Berkshire syllabus for RE and has chosen to implement 'Discovery RE,' a set of medium-term plans that comply with this.



	<p>In Nursery, the pupils learn about a variety of festivals and celebrations depending on the religions of the children within the class, to make their learning truly personal. An 'all about me' form is sent home when each child starts, to gather this information. In Reception, pupils learn about Christian festivals and the celebration of Diwali through stories. They will discuss the celebrations and festivals marked within their own family and will learn that different people have different beliefs and to treat them with respect.</p> <p>In KS1 and KS2, all pupils learn about Christianity and another principal religion. The religion taught alongside Christianity in each year group is as follows: Year 1 - Judaism Year 3 - Islam Year 3 - Sikhism Year 4 - Buddhism Year 5 - Hinduism Year 6 – Islam</p> <p>In KS1, RE is taught for a minimum of 36 hours across the year and in KS2, it is taught for a minimum of 45 hours per year. Teachers have the ability to be flexible with how and when they deliver their plans, whether this be an hour a week, or a block of lessons.</p> <p>Parents who wish for their child/ren to be withdrawn from RE lessons will put this in writing to the Head Teacher, and work for the pupil to complete during this time will be provided by the parent.</p> <p>RE is assessed in the 3rd step of the 4-step process – evaluation. Pupils consolidate their learning to give their response to the key question from that enquiry. Pupils may complete an activity sheet as part of their assessment and teachers assess by using the age-related expectation descriptors. Pupils also have the opportunity to complete a self-assessment task.</p> <p>Key English skills such as reading and writing are used when recording learning and accessing new and key information. Oracy skills are practised throughout RE lessons, providing opportunities for pupils to discuss and share ideas in the form of group work, debates and hot seating.</p> <p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p>
Impact	Pupils demonstrate an understanding of different religions and world views; they know that individuals, cultures and countries may have different religious beliefs, values, ways of life and traditions to their own and they show respect for this.



	<p>Pupils are able to ask challenging questions, make informed judgements and reflect on their own views and beliefs.</p>
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	<p>Pupils are prepared for life in a modern and diverse Britain.</p>
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