

Curriculum Intent for



<p>Curriculum Content</p>	<p>Children in EYFS encounter religions and worldviews through special people, books, times, places and objects. They listen to and talk about stories. They are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.</p> <p>In KS1 and KS2 Teachers are asked to plan and focus on three Key Questions Topics per year group from the RE Syllabus given by Trafford. The Key Question Topics are allocated to each year groups, to ensure that there is continuity, progression and a steady increase of knowledge for all children.</p> <p>Key Question Topics are chosen to suit the context of our school setting and the different religions that are in our community. Christianity, Islam, Judaism, Hindu and non-religious eg Humanist faiths are studied. As year groups' progress so does the links made through different religions. Teachers consider the context of their cohort and the faiths of the children within their class when teaching RE.</p> <p>Teachers are encouraged to use cross curricular links across their RE planning. Each new Key Question Topic begins with teachers and children exploring what they already know, their prior learning, and what they would like to find out through the topic. Opportunity for depth of learning is given through purposely only teaching three Key Question Topics per year group. This gives time for children to explore, discuss, investigate and question. Teachers are encouraged to explore RE through a broad and balanced curriculum.</p>
<p>Curriculum Rationale</p>	<p>In the EYFS framework RE is covered under the section "Understanding the world-People, cultures and communities." They will learn about some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and learnt about in class; The children learn about Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They learn about different festivals that are celebrated by different faiths. Children learn that people can have different beliefs and that this is ok.</p> <p>KS1 and KS2 teachers plan and focus on three Key Questions Topics over the year (one per term). This allows for teachers to plan opportunities for children to explore the key questions in depth, promoting</p>

	<p>effective and purposeful discussion within religious education so that children have the chance to ask questions, and to really think about, discuss, debate and explore ideas about traditions, faiths, cultures and beliefs that they encounter.</p> <p>We feel that through this approach children are being prepared for the next stage of education and for life beyond school, in the wider community and the world.</p> <p>The Religious Education Curriculum that we deliver at Kings Road follows the Trafford Agreed Syllabus. Key Questions Topics are chosen for each year group based on recommendations from this. All key events, celebrations, festivals and events that take place within different faiths and cultures are studied within the Key Question Topics.</p> <p>We value first hand experiences for the children, but also use secondary sources when learning about places of worship and key people within different faiths.</p>
<p>Curriculum Delivery</p>	<p>In EYFS RE is planned through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. The teaching stems from the children's own experiences and that of their families and the wider community. The children learn through playing and exploring, active learning, and creating and thinking critically.</p> <p>In KS1 and KS2 all Key Question Topics are taught in sequence and recorded on the long term plan for RE and on the Learning ladders. Detail is then added on to the Year groups Ignite maps and the RE Knowledge of Kings. A term is given to each Key Question Topic to allow in depth study to take place. This gives opportunity for high quality purposeful discussion and thinking around the Key Questions Topics that children are expose to, ensuring that good learning and progress is taking place</p>
<p>Curriculum Accessibility</p>	<p>We are working hard to develop a religious education that takes into account the context of our school and community. We have thought about the faiths and beliefs that are prevalent to our school, the wider community and the world in which we live. Children explore different faiths and non-faiths, and look at similarities and difference between these, therefore ensuring equal opportunities for all.</p> <p>Teaching and learning within religious education takes account of different pupil groups and children's individual needs. Teachers ensure through their planning, learning activities, differentiation and support, that learning is accessible and enjoyed by all pupils.</p>

