

Subject	RE
Intent	<p><i>We want our pupils to demonstrate an ability...</i></p> <ul style="list-style-type: none"> • To understand that there are different religions that have similarities and differences. • To understand where different people go to worship and how they do so. • To know key dates and events for specific religions and why they are important to them. • To know that there are the main religions and other religions, which are just as valid. • To understand that all religions are equally important and that some people choose not to have a religion. • To ask thoughtful questions of religions in order to understand them and also to question them in a respectful manner. • To know how moral codes relate to religions and the importance of them.
Implementation	<p><i>We will enable our pupils to achieve this by...</i></p> <ul style="list-style-type: none"> • Ensuring that RE is taught consistently by teachers following the SACRE scheme of work from Enfield. • Ensuring that the coverage of religions ensures that children have the opportunity to revisit religions regularly. • Ensuring that our teachers have strong subject knowledge. • Ensuring children and parents who are experts are given the opportunity to share their knowledge. • Ensuring that children are able to have first-hand experiences of religions and places of worship. • Ensuring that we teach an honest curriculum and educate our children in the way that some religions have been suppressed or their members forced to assimilate. • Ensuring religious events are not just taught in lessons but recognised in assemblies. • Ensuring that children are taught using up to date resources and utilising the resources from NATRE.
Impact	<p><i>We will see this when children...</i></p> <ul style="list-style-type: none"> • Can show curiosity about all religions and beliefs. • Can identify key religions and be able to discuss their practices and beliefs. • Can independently identify similarities and differences between different religions. • Can confidently ask questions of religions in an appropriate manner in order to deepen their understanding. • Can understand that religion is part of someone's identity but that it does not entirely define them.
This Year's Focus	<ul style="list-style-type: none"> • Develop staff confidence in planning and assessing Greater Depth in RE. • Embed the new school based unit of Dream Time in Years 2 and 4.