

Curriculum Intent

Religious Education at Longshaw aims to help children develop an understanding of their own values and beliefs, alongside respect for those of others. By linking learning to our diverse local community, we teach RE in a meaningful context that supports children's personal development.

Children explore a range of religions and worldviews to deepen their knowledge and understanding of important human questions about life, belief and identity.

We also develop the children's ability to confidently express their ideas and engage in thoughtful discussion with others.

Through high-quality teaching we develop the following essential characteristics of learners in RE:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past.
- A secure knowledge of a range of religions and worldviews, both locally and globally.
- A thoughtful understanding of how beliefs, values and practices shape people's lives.
- An extensive base of subject-specific vocabulary and understanding.
- The ability to ask meaningful questions and engage in systematic enquiry.
- Confidence in expressing their own views and responding respectfully to others.
- The ability to reflect on their own beliefs and consider those of others.
- A respect for diversity and an understanding of the importance of tolerance and community.
- A genuine interest in religion, belief and the diverse world in which they live.

1. How do you ensure consistent delivery of the subject across all key stages?

- Dedicated weekly timetabled lessons at all Key Stages across the Academy
- Centrally planned lessons and resources for each Key Stage ensuring all groups access the same content and activities (tailored by individual teachers to suit the needs of their students)
- Rosenshine principles incorporated into planning and delivery
- Teaching and Learning Reviews (lesson dips, book sampling and student voice) are used to monitor consistency across groups and Key Stages

2. How does the curriculum cater for disadvantages, SEND and other minority group students?

- The RE curriculum is ambitious for all pupils – pupils have access to all learning tasks.
- Scaffolding is central to making the RE curriculum accessible to all pupils, providing structured support, appropriate challenge and effective modelling to develop understanding, thinking and writing skills.
- Wide range of resources and materials used to engage, motivate and allow access to the curriculum
- Draw upon life experiences and current affairs to enable students to see the relevance of the curriculum to them and their lives

3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?

- Use of knowledge organisers to enable pre-learning, and preparation for quizzes and assessments
- Schemes of Learning are sequenced to enable students to acquire, build upon and apply prior knowledge

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Using their own experiences as a starting point and through a range of planned activities and enhanced continuous provision, children in the EYFS work towards the following milestones: Understanding the World – People, Culture and Communities - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Name and describe people who are familiar to them - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
1	How do people show they belong?	Why does Christmas matter to Christians?	Who made the world?	What questions does the story of creation make us ask?	Why are symbol/artefacts important to Jewish families during Shabbat?	How do Christians show God is important to them?
2	Where is religion in our local community?	What does it mean to be free?	What do stories from the Bible reveal about what God is like?	Why does Easter matter to Christians?	What do our senses tell us about Hindu worship?	How do celebrations give Hindus a sense of belonging?
3	How do people think about the Bible?	What is the Trinity? How is symbolism used to express Trinity?	How do people make moral decisions?	Where do Islamic beliefs come from?	How do Muslims express their beliefs in their daily lives?	
4	What do we mean by truth?	What does sacrifice mean?	How do people think about poverty, justice and self-sacrifice?	How do people contribute to society?	How have people and events in history shaped Islamic diversity?	How has religion and belief shaped our local area?

5	How are Hindu beliefs expressed in artefacts and worship?	How does sacred text help Hindus understand Dharma?	How do Buddhists explain suffering in the world?	How have people and events in history shaped Christian diversity?	How has belief in Jesus as the Messiah impacted art and music?	Where do I stand?
6	Why is the resurrection significant for Christians?	Are religions and science in conflict?	In what diverse ways do Hindus build a sense of community?	What do philosophers teach us about life's purpose?	How is an understanding of life's purpose reflected in people's lives?	