



Religious Education – Intent, Implementation, Impact

		ASPIRE	
Intent		At Tweeddale Primary school, we have designed an ambitious R.E. curriculum with the intent that our children will become resilient, inclusive , considerate and inquisitive learners. Our R.E. curriculum allows children to discover and gain an insight into religions within the community, and the wider world, that we live in. The teaching of R.E. is vital for children to be respectful and demonstrate self-control as they learn about, discuss and begin to understand others’ beliefs and make connections between their own values. It is our role to ensure pupils are being inquisitive; through high quality experiences pupils are able to ask questions about the world around them.	
Implementation	What	KS1 <ul style="list-style-type: none"> Knowing about and understanding world views Expressing and communicating ideas related to religions and world views Gaining and deploying The skills needed for studying religions and world views 	KS2 <ul style="list-style-type: none"> Providing a high-quality, joined-up, and progressive experience of RE. Incorporating RE into the wider dimensions of the curriculum. Allowing flexibility to best suit the needs of learners.
	How	<ul style="list-style-type: none"> The R.E. curriculum will follow the Sutton Agreed Syllabus R.E. is taught every half term so that each year group will have at least 2 units to cover. All RE lessons will start with retrieval practices to recall prior substantive learning so that new knowledge and skills can be built upon what has been taught before. R.E. Lessons will build upon prior learning and develop skills year upon year so that pupils have an opportunity to learn about religions. The Early Years will focus on Christianity and Diwali and explore other festivals. In KS1, children will be taught about Christianity, Judaism, Islam and Diwali. In Years 3 & 4, children will build upon their prior learning as well as learn about Hinduism Christianity and Islam. In Years 5 & 6, along with building upon previous learning, pupils will learn about Islam, Christianity, Judaism, Buddhism and Sikhism We will provide our pupils the opportunity to reflect upon their own beliefs and identify similarities and differences between different faiths. Where possible, we arrange visits to different places of worship associated with different religions, e.g. the Baitul Futuh mosque in Morden. There are termly Christian assemblies run by SSA 	



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<p>Fingertip Knowledge</p>	<p>That different religions worship different Gods or deities</p>	<p>That religions have special places of worship</p>	<p>That most religions have sacred texts, e.g. the Bible, the Quran</p>	<p>That many religions hold ceremonies to mark milestones and rites of passage</p>	<p>That significant people are at the forefront of the teaching of most religions</p>	<p>That all religions mark special religious dates and occasions with their own festivals</p>	<p>That some people question their faith or do not follow a religion</p>
<p>Assessment</p>	<p>Quizzing on knowledge at the start and end of a topic</p>		<p>Teacher assessment</p>		<p>Self- and peer-assessment</p>		
<p>Impact</p>	<p>Quality of Education</p>		<p>Behaviour and Attitudes</p>		<p>Personal Development</p>		
	<p>Children will understand that they are being taught about religions rather than converted to them, and they will be able to learn and thrive in those circumstances.</p>		<p>Respecting all faiths and being knowledgeable.</p>		<p>Active interest in all faiths. Intellectual curiosity.</p>		