



Wood Field Primary Religious Education Curriculum

Our Religious Education Curriculum				
Fosters High Aspirations by:	Develops Creative Mindsets by:	Builds Resilient Learners by:	Promotes Independence by:	Widens Horizons by:
<ul style="list-style-type: none"> Not only developing knowledge and understanding of the subject matter to the enquiry but also developing skills of evaluation and in relation to the big enquiry question. Therefore, children's critical thinking skills are also developed. 	<ul style="list-style-type: none"> Using a wide range of appropriate and creative methods, including drama, art, music, movement, competitions and exploring artefacts to develop their understanding and analytical skills. 	<ul style="list-style-type: none"> Allowing children to discuss and challenge each other's views and opinions in a respectful way. Emphasising to the children empathy, sensitivity and understanding whilst being able to stand up for their own beliefs and challenge injustice around them. 	<ul style="list-style-type: none"> Taking very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place. Encouraging the children to recall what they have learned from RE in the class scrapbook from the previous year and discussing how it links with current and prior learning. 	<ul style="list-style-type: none"> Providing and understanding a breadth of coverage from Reception to Year 6 such as Christianity, Hinduism, Judaism, Buddhism, and Sikhism. Not only learning knowledge but crucially developing an understanding of the world of religion and how beliefs impact on daily lives. Taking part in a range of trips to visit temples, mosques, churches, Sikh Gurdwara, etc. in line with the religions taught.

Our Religious Education Curriculum allows our pupils to show they are:				
Ambitious by:	Inquisitive by:	Respectful by:	Kind by:	Worldly by:
<ul style="list-style-type: none"> Using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Developing into empathic, confident pupils who can discuss, 	<ul style="list-style-type: none"> Critically analysing, discussing an open-ended question for each faith and belief. Asking a range of questions to visitors of different faiths and beliefs that visit school. 	<ul style="list-style-type: none"> Understanding and being open-minded to all faiths and beliefs and visitors who come into school to talk to the children about their religion. Being given opportunities to relate to the human experience therefore being better able to understand the 	<ul style="list-style-type: none"> Expressing and showing empathy with people and their beliefs, religious or otherwise. Showing Mindfulness, meaning cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. These mindfulness practices will 	<ul style="list-style-type: none"> Being sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.

<p>debate, ask questions and seek answers in a compassionate way.</p>		<p>world of religion into which the enquiry takes them.</p>	<p>build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.</p>	
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