





Religious Education Curriculum Intent – Kilmington Primary School

RE in the National Curriculum			
<p>Every pupil has an entitlement to religious education.</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>			
Curriculum Intent			
<p>At Kilmington, we use key questions to fulfil the syllabus aims to:</p> <ol style="list-style-type: none"> make sense of a range of religious and non-religious beliefs, so that children can: <ul style="list-style-type: none"> identify, describe, explain and analyse beliefs and concepts found in living religions, using appropriate vocabulary explain how and why these beliefs are understood in different ways, by individuals and within communities recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation understand the impact and significance of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> examine and explain how and why people express their beliefs in diverse ways recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world appreciate and appraise the significance of different ways of life and ways of expressing meaning make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: <ul style="list-style-type: none"> evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding 			
Curriculum Design			
<p>Kilmington School operates with mixed age classes and follows the Devon and Torbay RE syllabus (2024) on the suggested two year rolling programme, to cover a full range of topics in RE. Units of learning are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities. These will draw knowledge and understanding together in a coherent manner through generating and exploring 'key questions'. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.</p> <p>There is a clear skills development pathway identified in RE which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan sessions that build on previous learning and develops skills at an appropriate level.</p>			
Nurturing lifelong learning behaviours through Religious Education			
<p>Motivation/ Resilience</p> <ul style="list-style-type: none"> Keeping going Perseverance Resilience Not giving up  <p>I'm Wilbur Woodpecker</p>	 <p>I'm Olive Owl</p> <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> Planning Reflecting Thinking things through 	 <p>I'm Betty Bee</p> <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> Listening Sharing Collaborating Working as a team. 	<p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> Curiosity Finding out Why? Where? When? Who?  <p>I'm Samuel Squirrel</p>
<p>Difficult ideas and concepts that are often very alien to children, require them to persevere to achieve a greater understanding.</p>	<p>Thought provoking topics and discussions develop reflectiveness and empathy, e.g. the creation stories; differing rites of passage; dealing with hard times; how humans live their lives.</p>	<p>Listening to and sharing of stories from specific religions as well as an individual's ideas, helps build mutual respect and understanding between differing belief systems and cultures.</p>	<p>The study of different religions and the beliefs of non-religious people encourages questioning: Why do they believe this? What happens at this ceremony?</p>
Evaluation			
<p>The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.</p>			