

Religious Education - RE

- Intent – Implementation – Impact -

Intent	Implementation	Impact
<p>The RE curriculum at Green Lane focuses on two main aspects; Believing and Belonging.</p> <p>Our syllabus enables learners to develop a broad and balanced understanding of all main religions/worldviews. Through problem solving and developing critical thinking skills, we empower our learners to enquire into religious and purposeful questions.</p> <p>The engaging and stimulating lessons offer a safe space where difficult and complex questions can be addressed.</p> <p>We assist learners in exploring their sense of place and identity as they navigate their life journey. Located at the heart of Manningham, our pupils encounter interactions with people from diverse walks of life. Children are taught that we all share a common humanity, and this nurtures their awareness, tolerance and respect for others, as well as their sensitivity towards views that may be different to their own.</p> <p>The Believing and Belonging (2024-2029) syllabus emphasises on the importance of pupils ‘encountering the lived experience of people in</p>	<p>Green Lane follows the Believing and Belonging (2024-2029) syllabus for Bradford, Calderdale, Kirklees and Leeds Councils.</p> <p>All children have one hour of RE taught lessons per week. The lessons are delivered by RE HLTAs in engaging and stimulating lessons. The RE content is taught through rich discussions and debates, investigation and enquiry, storytelling, role-play, art and written work.</p> <p>The learner’s RE subject knowledge is enriched through trips and visits, such as to places of worship, and through assemblies and workshops.</p> <p>Within Early Years, RE is taught through:</p> <ul style="list-style-type: none"> • Playing and Exploring - children investigate and experience things, and ‘have a go’; • Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; • Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. <p>Within KS1 and KS2, they follow a skills progression that builds upon prior learning.</p>	<p>Pupils engage in thoughtful discussions about their own and others’ perspectives on challenging questions regarding believing and belonging. Students can identify and connect various aspects of the religions and worldviews they explore, reflecting on their importance.</p> <p>They analyse how beliefs and values influence choices, perceptions of right and wrong, and concepts of justice and fairness, reflecting on their own responses to these issues.</p> <p>Additionally, students are able to show respect to all people within their community and beyond by fostering a culture of love and harmony in our communities.</p> <p>Most learners will meet or surpass the age-related expectations in Religious Education. They will establish a solid foundation in the subject to support their continued learning as they transition to secondary school.</p>

<p>order to understand diversity within religions and worldviews'. From the RE curriculum we want pupils to explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for the life ahead of them.</p> <p>As a school, we proudly 'nurture their potential, ignite their curiosity and uncover their passions;'. Our RE curriculum is designed using 'Big Questions' to encourage pupils to show curiosity and inquisitiveness. The fundamentals for developing RE through the school will focus on theological and religious understanding.</p> <p>Specifically, the purposes of RE:</p> <ol style="list-style-type: none"> 1. Enable pupils to develop a broad and balanced understanding of religions and worldviews. 2. Develop critical thinking skills. 3. Broaden perspectives of faiths and cultures, encouraging tolerance of diversity. 4. Nurture spirituality 5. Contribute to developing pupils as positive, participating citizens of the world. 	<p>Work is recorded in RE books and floor books (Year 1) to monitor progress and provide feedback. Lessons are planned through the year using a Long-term plan and a detailed Medium-term plan termly; breaking down the learning into a sequence.</p> <p>Places of worship visits – one per year linked to the religion being taught and access to Special visitors.</p>	<p>Evidence of progression, along with an increasing understanding of concepts and the ability to think critically, will be evident when teachers outline the learning journey in Religious Education. This will be demonstrated during Book Looks and in conversations with students.</p>
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