



# RE



## Intent | Implementation | Impact

### Curriculum Intent

*At Owslebury Primary School, our **intent** is to:*

Develop children holistically, nurturing responsible citizens who aspire to make positive contributions to society. Through our RE curriculum, we aim to foster attitudes of respect, tolerance and empathy, essential qualities for thriving in today's diverse world. Our curriculum emphasises the relevance of RE in understanding modern life and its impact on how we think, speak and act. It provides a safe and inclusive environment where every child feels confident to explore and question their own ideas, while engaging collaboratively with peers who may hold differing perspectives.

Recognising that the religious traditions of Great Britain are predominantly Christian, our curriculum also includes the study of Judaism, Hinduism and Islam, enabling children to develop a broad understanding of religious and non-religious worldviews. This approach allows pupils to reflect on their own beliefs and values, while appreciating the traditions and practices of others in local, national and global contexts.

We aim to equip our pupils with the resilience to question and be questioned, fostering critical thinking and encouraging respectful dialogue. Our RE teaching is high quality, coherent, and progressive. By building cultural capital, we empower pupils to express their individual thoughts and ideas confidently and knowledgeably.

At Owslebury, we strive for all children to:

- Develop knowledge and understanding of Christianity, Judaism, Hinduism and Islam.
- Recognise and appreciate the diverse ways in which people express their beliefs.
- Reflect personally and nurture their spiritual, moral, social and cultural growth.
- Engage with challenging questions and embrace attitudes of compassion, sensitivity and open-mindedness.
- Celebrate diversity, challenge stereotypes and combat prejudice.
- Explore 'golden thread' concepts such as love, special, community and belonging.
- Build a strong sense of identity and belonging, empowering them to flourish within their communities.
- Consider how they can contribute meaningfully to the wider world.

Through our RE curriculum, we aim to inspire curiosity, encourage self-reflection and foster an enduring appreciation for the richness of diverse traditions and beliefs, preparing children to thrive in a multi-faith and multi-cultural society.

### Curriculum Implementation

*In line with the locally agreed syllabus for RE (The Living Difference IV) pupils at Owslebury Primary School are taught to:*

Adopt an enquiry based approach which gives our children the opportunity to respond from their own experiences of the concept, before being introduced to the way those who lead a religious life may understand it. The following cycle is used:

**Communicate:** Children are invited to think about their own experiences of the concept.

**Apply:** Children explore their own responses in relation to others' experience.

**Inquire:** Children are introduced to ideas that are new, recognising the many different ways of looking at things.

**Contextualise:** Children recognise the concept in a religious context.

**Evaluate:** Children weigh up their experience of the concept in two ways. First from the viewpoint of someone living a religious life, followed by what may be of value from their own personal point of view.

This cycle ensures that learning is progressive, connected and revisited over time.

Golden thread concepts, such as love, special, community and belonging, run throughout the curriculum from EYFS to Year 6, deepening pupils' understanding. Key Stage 1 focusses on A concepts (shared within and beyond religions), while Key Stage 2 builds on this with B (shared across religions) and C (distinctive to specific religions) concepts.

Each class studies Christianity and one other religion annually within a two-year cycle. Lessons are taught in blocks, with minimum annual time allocations of 36 hours for EYFS and Key Stage 1 and 45 hours for Key Stage 2.

Teachers use a progression document to ensure curriculum coverage and appropriate challenge, building on prior knowledge. A variety of inclusive teaching strategies, such as discussions, storytelling, role play, artwork and visits create an engaging and reflective learning environment. This approach equips pupils with knowledge, skills and attitudes to respect diversity, question thoughtfully and contribute positively to society.

### Curriculum Impact

*At Owslebury Primary School, our RE curriculum will:*

Inspire curiosity, respect and a love of learning about different religions and traditions. Pupils develop attentiveness and a sense of wonder, appreciating the diversity within their community and the wider world. We aim for children to speak confidently about their own beliefs and experiences, while respecting and understanding others. Our curriculum encourages informed decision-making, challenging stereotypes and fostering community cohesion, helping pupils grow as well-rounded individuals who understand their role in the world and the impact of their actions.

The impact of our RE curriculum is evident through: formative and summative assessments that measure knowledge, skills and discussion quality; practical learning captured in images, videos and cross-curricular activities like Art, Drama and presentations; pupil interviews and moderation meetings to evaluate progression and teaching consistency and annual reporting on standards and evidence of correct vocabulary, thoughtful explanations and respectful opinions.

By the time children leave Owslebury, they have a deep appreciation for different religions, confidence to challenge prejudice and the ability to contribute to a tolerant society. Our RE curriculum promotes inquisitive minds, empathy and an understanding of how these skills will benefit them in the future.