

RE Curriculum Intent

Our over-arching curriculum intent for children from Bovey Tracey Primary School in RE:



As respectful and open-minded members of society, we would like our children to:

- explore what people believe and the difference this makes to how they live,
- gain the knowledge, understanding and skills needed to handle questions raised by religion and belief,
- reflect on their own ideas and ways of living,
- respect and be open-minded towards others with different faiths and beliefs and
- make sense of a range of religious and non-religious beliefs, understand the impact and significance of these beliefs and make connections between these beliefs, concepts, practices and ideas.

To achieve this, we will:

- Develop our pupils' sense of identify and belonging through self-awareness and reflection.
- Provide a safe space for our children to develop their understanding of people, cultures, faith and relationships.
- Teach regular RE lessons in each class which focusses on either making sense of religions, understanding the impact or making connections.
- Ensure children are immersed in exciting and relevant themes within our RE spiral curriculum.
- Equip children with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- Engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.
- Plan so that all children can access the subject well by providing scaffolding, vocabulary support, extension questions and theories to explore.
- Ensure our knowledge of pedagogy enables us to deliver lessons in a variety of ways to increase engagement.
- Directly teach a range of higher-level vocabulary to enrich each child's understanding and ability to communicate.
- Take part in weekly assemblies which focus on our school values of compassion, high aspirations, excellence and enjoyment, equity, resilience and self-belief.