



National Curriculum Aims

The National Curriculum for RE states that Schools have to teach RE but parents can withdraw their children for all or part of the lessons. Pupils can choose to withdraw themselves once they're 18. Local councils are responsible for deciding the RE syllabus, but faith schools and academies can set their own.

At West Lodge, we follow the Harrow Agreed Syllabus December 2016. The Agreed Syllabus for Religious Education in Harrow has four purposes, which mirror those of the National Curriculum. To establish an entitlement to develop knowledge, skills, understanding and attitudes to become responsible citizens. To establish standards for the performance of all pupils in Religious Education, set targets, improve and evaluate performance. To promote continuity and coherence to help transitions between schools, phases of education and provide a foundation for further study and life-long learning. To promote public understanding by recognising the work of the public e.g. ASC, SACRE, Harrow Council, governing bodies, religious and secular authorities and communities to enrich the provision of Religious Education.

Intent	Implementation	Impact
At West Lodge the intent of our RE curriculum is to help children and young people learn about and learn from religious and spiritual insights, beliefs and practices. The learning aims to provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. We aim to develop the children's knowledge, understanding and awareness of Christianity and other major world faiths, including the Baha'i Faith, Buddhism, Hinduism, Islam, Jainism, Judaism, Sikhism and Zoroastrianism as well as ethical non-theistic traditions, such as Humanism. We aim to enhance awareness and understanding of religions and beliefs, teachings, practices and forms of expression and its impact in society. Children foster respect, responsibility tolerance, sensitivity, and acceptance to individuals and communities of different faiths and beliefs to develop harmony and combat prejudice.	Our curriculum for RE is taught as a discrete subject on RE Day. Our curriculum for RE follows an enquiry based approach, teachers plan units of work linked to themes taken from the Harrow Agreed Syllabus and bespoke curriculum tailored to the children of West Lodge. The topics within the progression map have been carefully sequenced where possible so that children have the opportunity to learn about all the major religions through their learning journey, but also have the opportunity to build on prior knowledge and learning. Lessons are planned to ignite curiosity, promote discussion, personal reflection, spiritual development, enable a sense of belonging and identity, deeper thinking and inquiry. Each unit will cover two threshold concepts. Either A, B or C and D, E or F. A beliefs and teachings B practices and beliefs of life C Forms of expressing meaning D Identify, diversity and belonging E Meaning, purpose and truth	The impact is to ensure that children at West Lodge will have a sound knowledge of Christianity and other major world faiths, including the Baha'i Faith, Buddhism, Hinduism, Islam, Jainism, Judaism, Sikhism and Zoroastrianism as well as ethical non-theistic traditions, such as Humanism. Children will have a sense of identity and belonging and the ability to flourish within multi-cultural societies, locally, nationally and internationally We hope that it offers preparation for adult life, employment and lifelong learning. The children will foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs by promoting discernment and combating prejudice. Furthermore, children will understand the spiritual, moral, social and cultural dimensions of Religious Education along with the Fundamental British Values. Children should be encouraged to have important and ongoing dialogue with one another.

Knowledge and Skills

The following religions will be drawn upon: Christianity, Baha'i faith, Buddhism, Hinduism, Islam, Jainism, Sikhism and Zoroastrianism and Humanism. More material will be covered from Christianity than others.

EYFS: Early Learning Goal: Children learn similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Each activity to initiate question such as Why do we celebrate? How do we celebrate? What do they do to celebrate? Who celebrates?

KS1 & KS2: Children will follow the 'I can' statements which can be viewed in the progression map. Children will be able to talk about a belief system, name and describe some festivals and celebrations, use correct names for artefacts, discuss their feelings and what is important to them and compare these to religious beliefs, how to make choices in life, tell a story from a religion and link it to a belief, identify symbols of different faiths, share experiences, understand and discuss morals, develop understanding of how our actions affect others, learn about teachings of religious figures and from holy books, ask questions about the purpose of life, impact of faith on people, make links between faiths and identify shared beliefs.

Creativity

At West Lodge our curriculum for RE is planned to gain knowledge, ignite curiosity, promote discussion, personal reflection, spiritual development, enable a sense of belonging, develop identity and enable deeper thinking and inquiry.

At West Lodge we believe creativity allows children to acquire knowledge and understanding with greater impact, making links to prior knowledge and creating new understanding. Through evaluative and critical thinking children will apply their growing knowledge to develop a sense of responsibility, respect, awareness, tolerance and understanding towards people who have different beliefs to their own and appreciate a diverse society.

Opportunities to express themselves in a variety of ways will be developed. Children are encouraged to share their opinions in a range of ways thus pupils realising their own strengths and feelings, a sense of achievement and boosting confidence. RE home-work projects, festival themed days also encourage children to be creative in the way they present and express their research and findings about their own or other beliefs. This can be through art, design, photography and writing.

Assessment

At West Lodge we understand the importance of assessment to inform the tracking of pupil progress, planning next steps, reporting and involving parents and pupils as part of this. It is an integral part of the Teaching and Learning process.

Teachers make assessments through:

- regular marking of work
- analysing errors and picking up on misconceptions
- questions and answers throughout the lesson
- facilitating and listening to discussions
- making observations

Children will be assessed twice a year against the year groups' key skills statements and progression documents. Learning starts with assessing children's prior learning and knowledge. As topics are taught, lessons can then be personalised to classes and cohorts and any identified misconceptions can then be addressed accordingly by the teacher. RE lessons will be introducing retrieval activities to assess how effectively knowledge and skills have been embedded and mastered by our pupils, referring to Knowledge Organisers and previous learning.