



Religious Education Rationale

Growing together, guided by love...

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"Growing together, guided by love," serves as the foundational principle of our religious education offer, promoting an environment where pupils learn from one another and share their diverse beliefs through language-rich experiences. Using the North Yorkshire agreed syllabus for RE, Kapow and the Understanding Christianity resources, we emphasise the core values of community, compassion, and courage, encouraging learners to explore their spirituality while fostering empathy and understanding. Our aim is to provide a supportive atmosphere where children can engage thoughtfully with different faiths and develop a strong moral framework for their lives. The curriculum is inclusive, ambitious and accessible for all, including for children with SEND.

Intent:

To learn about the diversity and know how to ask questions about different religions and worldviews.
To be able to articulate their own personal beliefs and values.
To explore the similarities and differences between different major religions.
To encourage a sense of identity and belonging
The intention is for pupils to develop the confidence to ask meaningful questions, explore a range of beliefs and worldviews and reflect on their own values and those of others.

Key Stage One

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Key Stage Two

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

Implement:

Using the Kapow scheme of learning, for Religious Education, cross referenced with the North Yorkshire Agreed Syllabus and supplemented by the Understanding Christianity resource, our curriculum offers a comprehensive and balanced approach to exploring faith and belief. The curriculum thoughtfully incorporates art, Oracy, and writing to support pupils in developing their communication skills and engaging in meaningful discussions about religion and values as well as becoming curious, reflective and open-minded thinkers. By using a variety of stimuli—such as stories, images, videos, and interactive activities—students are encouraged to explore different religions in an engaging and reflective way. This approach helps deepen their understanding, promotes curiosity, and supports the development of their own ideas about faith and the world around them.

We are skills...creative thinkers, self-managers, independent enquirers,
reflective learners, team workers and effective participators



They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Impact

Pupils to become respectful and thoughtful citizens who can engage with diversity and contribute positively to society. This approach to Religious Education encourages pupils to think critically and ask meaningful questions about life, beliefs, and values. It promotes respect and understanding of diverse religions and worldviews, helping students appreciate differences and similarities while fostering empathy. Pupils develop their own personal beliefs and a sense of identity, improving their communication and reasoning skills.

Oracy in RE

- Challenging one another's ideas through debate and discussion.
- Collaborating using different roles to manage turn-taking and other interactions.
- Interpreting sources of wisdom and sharing ideas and opinions.
- Responding to a wide range of sources.
- Summarising sources and other materials.
- Explaining links between worldviews.
- Presenting findings.
- Role-playing stories.
- Questioning why people might do, think or believe something.