

## Trafalgar Junior School: RE curriculum overview

Subject	Intent	Implementation	Impact
<p><b>Religious education</b></p> <p><i>Knowledge:</i> (AT1: learning <b>about</b> religion)</p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• non-Christian religion</li> <li>• themes linked to religions</li> </ul> <p><i>Skills and personal development:</i> (AT2: learning <b>from</b> religion)</p> <ul style="list-style-type: none"> <li>• identify, belonging</li> <li>• meaning, purpose, truth</li> <li>• values, commitments</li> </ul>	<p>The scheme will ensure children will be able to:</p> <ul style="list-style-type: none"> <li>• develop <b>knowledge</b> and understanding of <b>Christianity</b> and other <b>major world religions</b></li> <li>• <b>learn about</b> and <b>learn from</b> different religions, beliefs, values and traditions</li> <li>• <b>reflect</b> in order to understand, respect and appreciate other faiths and beliefs</li> </ul>	<p><b>Supported by:</b> Richmond Borough Agreed Religious Education Syllabus 2020, RE Council, National Association of Teachers of Religious Education (Natre), REOnline, RE:quest, TrueTribe</p> <p>Religious Education lessons follow the <b>Richmond Borough Agreed Religious Education Syllabus 2020</b>, developed by the local Sacre.</p> <p>The religious education <b>overview</b> outlines what is covered in each year group and how the subject is sequenced. Knowledge and skills build to ensure there is progression through our curriculum.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• learning <b>about</b> different religions and learning <b>from</b> different religions, as well as non-belief</li> <li>• exploration of <b>Christianity</b>, a range of major <b>world religions</b> and <b>themed</b> studies</li> <li>• opportunities for children to <b>make connections</b> between religions by exploring beliefs, practices, spiritual insights and shared values</li> <li>• a focus on encouraging children to <b>share</b> and <b>respect</b> each other's views and understand the importance of faith to so many</li> <li>• <b>discussion</b> and <b>reflection</b> through questioning which promotes understanding of others' points of views</li> <li>• differentiation and adaptation for all abilities</li> </ul> <p><b>Timing:</b></p> <ul style="list-style-type: none"> <li>• taught weekly for 3 half terms, and runs in conjunction with the PSHE curriculum.</li> <li>• each year group has a trip to a place of worship of a religion they are studying</li> </ul>	<p><b>Assessment includes:</b></p> <ul style="list-style-type: none"> <li>• pupil self-assessment</li> <li>• on-going assessment during lessons with teachers adapting planning as required</li> <li>• assessment criteria within the planning support teachers in assessing where the children are with their learning</li> </ul>