



Curriculum Intent for RE

- a curriculum that is ambitious for all pupils;
- a curriculum that is coherently planned and sequenced;
- a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;
- a curriculum that is broad and balanced for all pupils.

What does RE look like at West Ashtead?

At West Ashtead, we follow the Surrey Agreed Syllabus for Religious Education. This syllabus comprehensively covers key aspects of Christianity and 5 other major religions, building on children's learning from the years before. In Key Stage 1, the children study both Islam and Judaism. In Year 3, they revisit Judaism at greater depth. In Year 4, they study Islam at greater depth. In Year 5, they learn about Hinduism. In Year 6, they learn about Buddhism and Sikhism. The curriculum helps the children to show knowledge and understanding about the different religions, explore the links between them, while helping the children to express their own ideas, beliefs & insights.

What do our children say about RE?



Why is RE important?

RE gets children to think about the meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. It gives the children a chance to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. RE allows the children to develop their sense of identity and belonging and to flourish individually within their communities and as citizens in a diverse world. The children have an opportunity to learn about and from Christianity and other principal religions in order to discover, explore and consider different answers to the big questions about life.

How do we enrich our children's understanding of RE?

The children are given opportunities to explore the topics in RE through a variety of different teaching techniques. They listen to stories and watch video clips. They explore through art and music. They have opportunities to experience aspects of cultural identity and religious artefacts. Then the children get to record their learning in a similarly diverse variety of ways. The learning of different religions is also supported with trips to places of worship, including those within the local community, and taking part in events that are considered culturally important, such as Harvest Festival.