



Manor Farm Infant School - Curriculum RE

RE INTENT

Our RE curriculum ensures that children are aware of people, cultures, faiths and relationships within a diverse community and the wider world. We shall help our pupils to gain a coherent understanding of religions and world news through exploration of key questions and core concepts.

It will contribute to our children's spiritual, moral, social and cultural development as well as provide opportunities to explore British values and school values.

Children will develop an understanding and respect for different cultures and differences in beliefs. It will be inclusive of all pupils who have their own religious faiths as well as those who do not.

It is our aim to provide opportunities for all children to learn and achieve, regardless of gender, ethnicity or ability and to prepare them for experiences in later life.

RE IMPLEMENTATION

We follow the Bucks Agreed syllabus which provides challenging questions about different religious beliefs issues of right and wrong and what it means to be human with a focus on Christianity and Judaism.

When opportunities arise staff may choose to visit religious buildings, invite guest speakers and develop links with the local church and local community.

As a school we will celebrate key dates and festivals creatively across the curriculum such as Diwali, Chinese New Year and Remembrance Day.

RE IMPACT

Pupils will have developed their reflective skills and have gained a new understanding of beliefs and religions in the world around them

Pupils will be able to talk confidently about their knowledge of religion and the need to be respectful of different beliefs.

Pupils will show an understanding of how people from different religions express themselves and celebrate different festivals.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND.

Our RE curriculum is inclusive of all children. Children are encouraged to share about their own beliefs and cultures and about how they celebrate various events or festivals at home. This may be done through class verbal discussions, assemblies, or through task work. Adults may also be invited in to share about these too. During lessons, if children need specific adaptations or support, the teacher provides these accordingly and differentiates the activities and tasks. Children may also receive small-group and adult support if appropriate. To ensure each child's needs are met, various resources are provided such as word mats, physical props, videos, books and other visual aids to support the children's multiple learning styles.