Bacton Primary School **Religious Education**

Intent

At Bacton Primary School, our Religious Education curriculum aims to develop pupils' knowledge and understanding of religious and non-religious worldviews. Through thoughtful enquiry, pupils develop critical thinking skills, curiosity and the ability to consider different perspectives. They learn to express their own ideas, ask meaningful questions and understand what beliefs and practices mean to the people who hold them.

Oracy is an integral part of our RE curriculum. Through structured discussion, questioning, paired talk and opportunities to explain and justify their ideas, pupils develop the vocabulary, confidence and listening skills needed to communicate thoughtfully and respectfully. They learn to disagree respectfully, build on others' contributions and consider viewpoints that may differ from their own.

Our curriculum recognises the significance of Christianity in Great Britain while providing meaningful opportunities to learn about other principal religions and non-religious worldviews. Through these experiences, pupils develop an understanding of the diversity of beliefs within modern Britain and the wider world, challenging assumptions and recognising both differences and shared values.

Implementation

RE is taught through the Discovery RE programme, using an enquiry-based approach that encourages pupils to explore a key question in each unit of learning. Pupils draw on their own experiences, investigate religious beliefs and

practices, consider different perspectives and evaluate what they have learned before reflecting on the enquiry question.

Pupils study Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism and alongside opportunities to explore non-religious worldview, Humanism, in accordance with the school's agreed curriculum. Christianity is revisited in every year group, with Christmas and Easter explored progressively to deepen pupils' understanding over time.

Learning is carefully sequenced so that pupils build on prior knowledge, revisit important concepts and develop increasingly sophisticated understanding. Retrieval activities, including low-stakes quizzes, support pupils in recalling previous learning and making connections between different units.

Through discussion, questioning, the study of religious texts and artefacts, and opportunities to encounter different beliefs and practices, pupils develop their vocabulary, reasoning and ability to explain their ideas respectfully. Teaching enables pupils to consider different viewpoints and distinguish between what individuals, communities and traditions may believe and practise.

Impact

Our RE curriculum aims to develop knowledgeable, thoughtful and respectful pupils who can explain key religious beliefs and practices, make connections between different areas of learning and consider questions from a range of perspectives.

Teachers use questioning, discussion, retrieval activities and other formative assessment strategies to identify pupils' understanding, address misconceptions and inform future teaching. Regular monitoring of pupils' work, planning and pupil voice helps leaders evaluate curriculum coverage, progression and the quality of learning.

By the end of Year 6, pupils should have developed a secure foundation of knowledge about the religions and worldviews they have studied. They should be able to use appropriate vocabulary, explain similarities and differences, give reasons for their ideas and engage thoughtfully with questions about beliefs, values and ways of life.

Enrichment

Enrichment opportunities complement classroom learning and help pupils make meaningful connections between religious beliefs, practices and the wider world. Visits to places of worship, including the local church, and opportunities to meet visitors and religious representatives bring learning to life and allow pupils to explore different perspectives.

These experiences broaden pupils' horizons, deepen their understanding of religious and cultural diversity and encourage curiosity, empathy and mutual respect. We aim to ensure that enrichment opportunities are accessible to all pupils and support their wider personal development.

Faith Follower	Christianity Christian	Buddhism Buddhist	Sanatana Dharma Santani	Islam Muslim	Sikhi Sikh	Judaism Jew	Humanism Humanist
Religious Building	Church	Temple	Mandir	Mosque	Gurdwara	Synagogue	Non religious building
Religious leader	Minister	Lama	Guru	Imam	Guru	Rabbi	President
Religious text	Bible	Tripitaka	Vedas	Qur'an	Guru granth Sahib	Torah	Guide to life
Worship	God	Buddha	Trimutri	Allah	Wahegru	Yahweh	Atheist