



# Our RE Curriculum: Glastonbury Thorn School

The RE curriculum at GTS is accessible to all and provides the children with endless possibilities to explore their own and others culture and beliefs. In line with our curriculum ethos, RE is taught through the children's own experiences and learning possibilities within the community and beyond, ensuring that engagement and involvement is high. The children at GTS enjoy the diverse community we have at the school and understand that we should celebrate and accept other people's beliefs. The children are given the opportunities to develop individual skills through the teaching of the National Curriculum objectives within the school's Long Term Plan and Curriculum Intent.

In EYFS, the children begin their journey in RE by focusing on their immediate family and then wider community. The children begin to understand that everyone is different and this is something to be celebrated. The children gain basic knowledge of different religions and cultures and their celebrations.

In KS1, teachers follow the 'MK Syllabus' in order to teach the National Curriculum objectives. In Year 1, the children learn by asking big questions such as: Is everyone special? In answering these questions, the children gain a better understanding of the religions around the world including Christianity, Judaism and Buddhism. The children gain an understanding of religious festivals and celebrations, special people/leaders and places. In Year 2, the RE learning journey continues by learning about how religion influences ourselves and others, including understanding the morals set by religious stories. The big questions continue to be asked, including: Who should you follow? In addition to the weekly timetabled RE sessions, the children learn more about Hinduism, Sikhism and Islam through our Faith Weeks.

To strengthen the GTS RE curriculum further, religious festivals and special days/events are celebrated in whole-school assemblies, often with activities to consolidate the learning that takes place.

To assess the children's progress and understanding, teachers complete ongoing non-core assessments which focus on the National Curriculum objectives and those children who are meeting the objectives or working below/above. This in turn informs weekly planning to ensure that the provision is adapted accordingly and all children are making expected or better progress. Where written work is appropriate, learning is captured in the children Learning Journey writing books. RE Scrapbooks for each year group capture evidence of learning and to aid 'knowing more and remembering more.'

Our Cultural Capital intent in RE is through enrichment and building aspirations. *(see Cultural Capital Intent document for RE)*

## **'Sticky Knowledge!'**

Our 'Sticky Knowledge' RE expectations begin in EYFS with children understanding how to develop positive attitudes towards others regardless of differences in background and culture. The children understand some places are special to members of their family community. It is really important that all children understand from a very early stage that everyone is different and this should be celebrated, including joining in with special celebrations.

In Year 1, the children look closely at themselves and recognise which groups they belong to that make a difference to them. They gain an understanding of who is important to them and why. The children begin to gain a better understanding of objects and place and how these can be significant, especially religiously. The children also look at the world and stories about how the world began, including the importance of living together and looking after each other, including animals.

The children in Year 2 continue to read and learn about religious stories, but start to look more deeply into meanings and beliefs, including given their own opinion on whether all stories are true or not. The children compare themselves to others and focus on influential people and ask the question: Is there a perfect person?

Our aim in RE is to continually develop our children's knowledge and understanding in order to not only become aspirational citizens of the future, but to also celebrate each other's religious beliefs and cultures knowing that through acceptance and cooperation, the children can all achieve great things.