**Subject routeway**

Subject: Religious Education

1. Curriculum intent:

Our programme of Religious Education (RE) aims to ensure that by the end of Year 6, children have a secure knowledge base and understanding of a range of religions and worldviews so they are able to express ideas and insights about the nature, significance and impact of those religions and worldviews.

As a UNICEF Rights Respecting School, we teach children that everybody has the right to their own language, culture and religion. This includes the right to hold non-religious beliefs and worldviews. We believe that our community is strongest when we all have knowledge, understanding and respect for each other’s way of life. For this reason, we positively recognise and mark celebrations and festivals from different cultures and offer visits to local places of worship to support children’s understanding of the groups that make up our rich and diverse community.

We build positively on the wide range of beliefs and religions held within the school community, encouraging children to feel proud and secure in their own faith, and asking them to share their knowledge with their classmates to increase understanding and tolerance.  We work hard to ensure that children are confident in their own faith and recognise that learning about another religion does not mean they are being taught to believe in that religion.

1. Implementation:

Our RE lessons are adapted from the *Manchester Syllabus for Religion Education 2022-2027*. Our scheme covers all the main religions and worldviews, including humanism, agnosticism and atheism.  It encourages children to explore big questions about life and find out what people believe and what difference this makes to how they live so that children can make sense of religion and reflect on their own ideas and ways of living.

Our curriculum starts with the Discovery Phase in EYFS, where children build a strong awareness of different religious festivals, beliefs and world views. In KS1, the Exploring Phase deepens their knowledge and builds respect and understanding. In lower KS2, the Connecting Phase explores similarities and differences and looks at common themes across one or more religions. In upper KS2 the Applying/Interpreting Phase gives the opportunity to consider deeper questions about how religion can shape our actions in the contemporary world, considering how religion can affect our actions and responses to a range of social issues such as the environment, grief and death, art and architecture etc.

1. Impact

We have developed our own unit objectives for each module, based on the detailed outcomes specified in the *Manchester Syllabus*. There is constant formative assessment throughout all lessons to check understanding and retention. We use retrieval practice strategies to assess retention of content at the start of lessons and at the end of each unit. This checks for retention and misconceptions and informs subsequent planning and scaffolding. This is supplemented by our programme of pupil voice group discussions, book scrutiny.

At the end of each year, children are assessed against the key skills they have been taught. This information is passed on to the next teacher along with information about any keep gaps.

1. Inclusion

We build on the *Manchester Syllabus* to adapt lessons and develop scaffolded support to ensure all pupils are able to access the core concepts and knowledge content of each unit. This might include focusing on the “emerging” outcomes rather than the “expected” or “exceeding” outcomes for a specific lesson, adding visual cues and support materials to support understanding or using targeted questioning to help children with SEND make connections and understand core concepts. We ensure all pupils are able to access enhancement opportunities such as trips and visitors.

1. Professional development

We have developed our own programme of resources to support the *Manchester Syllabus*. This provides detailed teacher notes highlighting key teaching points, any areas of sensitivity, and notes on scaffolding to ensure all children can access the full curriculum. We are members of NATRE and draw on their resources, publications and training.

*Version: May 2025*