

# Religious Education



*Intent - we aim to...*

At Stebbing, Religious Education helps children become curious, respectful, and reflective learners. Using SAT RE scheme, we provide a systematic and engaging curriculum that explores a wide range of religious and non-religious worldviews. Through thoughtful discussion, accurate knowledge, and creative learning, pupils learn to be **READY** to understand others, **RESPECTFUL** of different beliefs, **SAFE** in expressing their views, and **KIND** in how they listen and respond.



## Systematic intent:

To deliver a systematic and sequenced RE curriculum using the SAT RE scheme that builds pupils' understanding of major world religions and non-religious worldviews over time, helping them become **READY** to make sense of diverse beliefs in modern Britain

## Accurate intent:

To ensure that all RE teaching is accurate, authentic and fair, providing pupils with knowledge that reflects how people truly live out their beliefs and values today, both religious and non-religious.

## Thematic & Reflective intent:

To use thematic enquiry and reflective learning to help pupils explore big questions about life, identity, community, and morality - encouraging them to express their own ideas while listening safely and respectfully to others.

## Engaging intent:

To lead a development of an engaging and inclusive RE curr that uses varied teaching approaches - such as storytelling, drama, art, discussion, and visits - to bring worldviews to life for all pupils



*Implementation - How do we achieve our aims?*

## CPD

Systematic and sequenced implementation:

- Follow long-term plan to ensure coverage of key religions and non-religious worldviews across the year groups
- Use knowledge organisers and progression maps to support teacher planning and pupil recall
- Invite local faith representatives(e.g.nearby churches, mosques, temples and humanists groups) to speak in classes and answer age-appropriate questions about their beliefs.
- family involvement opportunity : Host class assemblies each term linked to the RE Curriculum, where children showcase what they've learned. Families are invited to attend and celebrate pupils' understanding of diverse beliefs



# Implementation - How do we achieve our aims?



## Accurate and authentic learning:

Accurate and authentic learning:

- Use carefully chosen, authentic resources (videos, artefacts, guest speakers) that reflect how real people live out their beliefs
- Include stories, festivals, and practices from both religious and nonreligious perspectives.
- Invite speakers from no-religious worldviews (e.g. Humanism UK) to deliver assemblies or classroom Q&A sessions
- Family involvement opportunity: Families from different religious or non-religious backgrounds are invited to co-deliver lessons or share experiences during special topic weeks.

## Thematic and Reflective exploration:

Thematic and Reflective exploration:

- Use SATRE's "big questions" approach (e.g. What does it mean to belong?) to structure enquiry and reflective dialogue.
- incorporate philosophy for children (P4C) techniques to help pupils explore ideas respectfully.
- Ensure RE lessons include time for silent reflection, journaling, or creative expression to explore personal beliefs and values.
- Family involvement opportunity: Host a whole-school RE celebration week ending with a celebration assembly that families attend, showcasing pupil reflections, artwork, and learning on key themes.

## Engaging, inclusive experiences:

Engaging, inclusive experiences:

- Plan interactive RE lessons using drama, role play, storytelling, and art to bring beliefs and traditions to life.
- Arrange visits to local places of worship (e.g. church, gurdwara) and virtual tours where physical visits aren't possible.
- Include whole-school events tied to significant celebrations across worldviews (e.g. Divali, Eid, Human Rights Day, Christmas, Chinese New Year )
- Family involvement opportunity: invite families and local faith/non-faith communities to take part in a multi-faith celebration day, where each class represents a different worldview and families rotate between class "stalls" to experience traditions, stories, and food.