**HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL**

**RELIGIOUS EDUCATION CURRICULUM**

**Curriculum Intent**

Learning is a change to long-term memory. To this end, our aim is to ensure that our children experience a wide breadth of study and will have committed to their long-term memory an ambitious body of procedural and semantic knowledge (knowledge and skills).

Our Christian values are based on the teachings of Jesus Christ. These values are embedded in the daily life of the school and have a significant impact on the spiritual, moral, social and cultural development of all members of the school community.

These Values are:

* Appreciation
* Peace
* Respect
* Faith
* Endurance
* Hope
* Trust
* Friendship
* Courage
* Compassion
* Tolerance
* Equality

At High Littleton Church of England Primary School, our curriculum intent for R.E reflects the purpose and aims of the National Curriculum by provoking challenging questions about; meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.

In R.E, children learn about religions and worldviews in local, national and global contexts. They are encouraged to evaluate different sources and develop their own ideas, while at the same time respecting the rights of others to differ.

**Breadth of Study**

In the **Early Years Foundation Stage**, children are taught about:

In **Key Stage 1**, children are taught about:

Christianity (*God and Creation*)

Christianity (*Incarnation*)

Judaism (*God and the Covenant*)

Christianity (*Gospel*)

Christianity (*Salvation*)  
Judaism (*Torah*)

Humanism

In **Key Stage 2**, children are taught about:

Christianity (God and Incarnation)

What do Christians believe about God and Incarnation?

Judaism (God and the Covenant)

Judaism (Torah)

Islam

Hinduism (Dharma / Deity / Atman)

Christianity (Salvation)

Christianity (Gospel)

Humanism

Our curriculum distinguishes between subject topics and *threshold concepts* which tie together the subject topics into meaningful *schema*. The same concepts are explored in a wide breadth of topics. Our *forwards and backwards engineering* of the curriculum allows children to return to the same concepts over and over again, gradually building their understanding of them.

**Threshold Concepts and Milestones**

The curriculum is sequenced in long and medium term plans to help pupils build cumulative knowledge towards agreed milestones, with planned-in ‘POP tasks’ to track that learning is secure. The subject knowledge is organised systematically across both Key Stages to ensure logical progression, through five threshold concepts: ‘Understanding beliefs’, ‘Understanding how beliefs are conveyed’, ‘Understanding practices and lifestyles’,’ Understanding values’ and ‘Reflect’.

**Assessment**

We assess the outcomes for RE through our POP tasks which are built into our planning to help us assess how well and how deeply pupils know and understand what we have taught and what the children have learnt.