Curriculum Rationale

RE

INTENT

Our RE curriculum aims to give pupils a deep, meaningful understanding of a range of religious and non-religious worldviews. We want children to explore big questions about belief, identity, values and what it means to live well together. By delivering RE through six fully immersive days each year, we provide pupils with the time and space to think deeply, engage thoughtfully and experience learning that is memorable and transformative.

We follow the Wirral agreed syllabus, using its thematic structure to help pupils make connections across religions and recognise both similarities and differences in how people understand the world.

Our intent is for pupils to:

- Develop curiosity about different beliefs and ways of life
- Build secure knowledge of key concepts, practices and vocabulary
- Reflect on their own ideas, values and experiences
- Engage respectfully with diverse worldviews
- Make meaningful links between RE and wider curriculum areas
- Grow into empathetic, thoughtful and informed young citizens

IMPLEMENTATION

RE is taught through six full immersive days in each year group, one per half term. This model allows pupils to engage in sustained enquiry, supported by dedicated, pre-planned time that prevents the learning from being squeezed out by the demands of weekly timetables. Each immersive day focuses on a key theme from the Wirral agreed syllabus, explored through a range of religious and non-religious perspectives.

Our implementation is characterised by:

- Thematic enquiry: Each half term's theme is explored through multiple worldviews, helping pupils build connections and deepen understanding.
- Depth over breadth: Full days allow time for extended discussion, reflection and hands-on learning.
- Rich experiences: Activities may include drama, art, storytelling, music, artefact handling, philosophical dialogue and creative tasks.
- Vocabulary focus: Key terms are explicitly taught and revisited to build fluency with abstract concepts.
- Cross-curricular links: RE days draw naturally on art, music, PSHE, history and geography to enrich understanding.
- Respectful dialogue: Pupils learn to listen carefully, express their views clearly and consider different perspectives.
- Progression: Concepts and themes build year on year, ensuring pupils revisit and deepen their understanding over time.
- Recording: Use of iPads in upper key stage 2 to support learning

This immersive approach ensures that RE is experienced as a meaningful, reflective and engaging part of school life rather than a short weekly slot.

IMPACT

By the end of Year 6, pupils develop a broad and balanced understanding of major world religions and non-religious worldviews. They can talk confidently about beliefs, practices and concepts, and they demonstrate curiosity, empathy and respect when discussing big questions.

The impact of our immersive RE model is seen in pupils who:

- Recall key knowledge with confidence due to sustained, memorable learning experiences
- Use accurate vocabulary to explain beliefs, practices and concepts
- Make thoughtful connections across religions and themes
- Reflect on their own values and experiences
- Engage in respectful, reasoned discussion
- Show understanding of diversity within and between worldviews
- Demonstrate curiosity about the wider world and the people within it

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EYFS

Religious Education in the Early Years Foundation Stage is taught through the Understanding the World area of learning, where children begin to learn about themselves, their families, their communities and the wider world. Children explore similarities and differences between people, places, cultures and traditions through stories, discussions, role play, celebrations and continuous provision activities. A diverse range of books, resources, dolls, small world figures and images are used to ensure children see and learn about different cultures, religions, families and ways of life. There is a strong focus on the celebration of different cultural and religious festivals such as Christmas, Diwali, Eid, Chinese New Year and Easter, helping children to develop respect, understanding and curiosity about the beliefs and traditions of others. These early experiences help children to develop tolerance, respect, vocabulary and an awareness of the wider world, preparing them for more structured Religious Education learning in Key Stage 1.

KS1 & 2 RELIGIOUS EDUCATION

Buddhism Chistianity Hinduism Humanism Judaism Islam Sikhism

	AUMTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1	Special Books	Celebratioss (Christmas)	Special Places	Caring & Mothering Sunday	People Who Are Special	Belonging
Y2	Harvest & Thankfulness	Light	Special People in Our Lives	New Life and New Beginnings	Worship & Prayer	Rules for Living
Y3	Pilgrimage & Sacred Places	Symbols & Religious Expression	Beliefs About God	Passover & Easter	Founding Stories	Commitment & Community
Y4	Prayer & Meditation	Creation Strories	Prophets & Teachers	Temptation & Choices	Sacred Texts	Rites of Passage
Y5	Beliefs about Life After Death	Festivals of Light & Remembrance	Justice & Fairness	The Crucifixion & Resurrection	Rules for Living Well	Service & Charity
Y6	Philosophy & Big Questions	Leadership & Authority	Prejudice & Dscrimination	Suffering & Hope	Sacred Art & Architexture	Transition - My Beliefs & Values

Wirral agreed syllabus

EMPOWER TODAY PREPARE FOR TOMORROW

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ASSESSMENT CRITERIA

- We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
- We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
- We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts. We encourage the children to 'CONNECT".
- Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, digital quizzes and content creation, sketch books, independent tasks, work in books, pupil chats in lessons.
- Children are encouragaed to share their voice, verbally or digitally on how they think they are doing and what they enjoy about learning this subject. This is collated by the subject leader.
- To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year in addition, they retain key knowledge from prior learning.
- At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree. and are able to make connections independently.
- Peer audits provide quality assurance, moderation of standards and training across trust schools.

At Prescot Primary School and Nursery, we aim to:
Empower Today, Prepare for Tomorrow.