



Religious Education Intent

In Religious Education, children will gain comprehensive knowledge, skills and understanding of **different religions** and **worldviews** recognising their **local, national and global** contexts.

The principal aims of RE at Canonbury are to develop **respect** for others, including their different faiths and beliefs, and to make an essential contribution to growing their own **identity** and sense of **belonging** in their community.

Religious Education engages pupils in systematic **enquiry** into **significant human questions** addressed in religion and other world views, developing the **understanding** and skills needed to **reflect** upon them, as well as develop their **own responses**.

Children are encouraged to **ask questions** and reflect on their **own and others' beliefs**. They will develop knowledge and skills that are transferrable to other curriculum areas and can be used to promote their **spiritual, moral, social and cultural development**. As pupils progress through the school, their growing knowledge helps them to deepen their understanding of different religions and worldviews.

Our RE Curriculum aims to provide children with **first-hand experiences** of religious concepts, for example visiting **places of worship**, such as the Hindu temple in Neasden, cooking special food or making artworks appropriate to **religious festivals**. Wherever possible we aim to bring different religions to life using primary sources and **artefacts**.

As pupils progress through the school, they will expand their bank of religious **vocabulary**, terminology and concepts so that they can learn in increasing depth and make links between religious topics.

Early Years

Children in Early Years encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories.

Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.

They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Key Stage One

Pupils explore different religions and their beliefs, thinking about 'who' Christian, Muslim and Jewish people are, and 'what' they believe; they learn about special books and places of worship.

In this way they increase their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

Pupils use subject specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Their learning develops their understanding of what it means to belong to a faith community and gives them opportunities to think about how we should care for others and the world.

Key Stage Two

In Years 3 and 4, pupils build on the learning about different beliefs and special books that took place in Key Stage One. They look more deeply into special people, prayer and festivals, asking 'why' they are inspiring and important; they ask 'what it means' to be a Christian, Jewish or Hindu person in Britain today and what we can learn from religion about right and wrong.

In Years 5 and 6 pupils ask questions that help them think more deeply about 'why' some people believe in God what special people would do if they lived in the 21st century; they reflect on what religions say that can help when life is hard, consider and discuss the different ways that people express their beliefs and share their thoughts about them.

Pupils learn about what it means to be a Muslim in Britain today; what matters to Christians and Humanists; what religious and non-religious worldviews teach about caring for the world

Throughout Key Stage Two, pupils broaden the range of information sources and subject specific vocabulary that they know and use in their studies.

They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.