



Religious Education

Intent

Our intent is to provide all pupils with a broad, balanced, and inclusive religious education that develops their understanding of the diverse beliefs and worldviews present in our society. As a non-faith school, we do not promote any single religion; instead, we enable children to explore a range of religions and non-religious perspectives in an objective, respectful, and engaging way.

Our RE curriculum is designed to develop pupils' knowledge and understanding of key beliefs, practices, and traditions, while also encouraging them to reflect on their own ideas and experiences. By the end of Year 6, pupils will have encountered a variety of religions and worldviews, allowing them to make connections, recognise similarities and differences, and develop a deeper understanding of how beliefs influence people's lives. A central aim of RE is to foster respect, tolerance, and empathy. Pupils are encouraged to ask questions, think critically, and engage in meaningful discussions about challenging or sensitive issues. We create a safe and supportive environment where children feel confident to express their views and consider those of others without judgement.

Through RE, pupils develop important skills such as critical thinking, reflection, and respectful dialogue. The subject makes a significant contribution to pupils' personal development, preparing them to live in a diverse society as informed, open-minded, and respectful individuals who value different beliefs and challenge discrimination.

Implementation

The school delivers Religious Education through the PlanBee, which provides a clearly structured and progressive curriculum from Year 1 to Year 6. The content is carefully sequenced to develop pupils' understanding of major world religions, including Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism.

Pupils explore these key themes across the school including:

- Faith and belief systems
- Identity and belonging
- Sacred texts and teachings
- Religious celebrations and festivals
- Life events and rites of passage



*Excellence through
Opportunity*

Each class has a RE floor book. Teachers are able to highlight the learning that has been covered as they move through the year. Children's work, photographs, teacher annotations and pupil comments are added to the books as evidence of learning.

Across the year, children also participate in whole-school events, such as multi-faith days, Harvest Festival, and school performances, alongside learning through assemblies. Through studying different religions, pupils are given regular opportunities to compare beliefs and practices, and to discuss differing viewpoints in a sensitive and respectful manner.

Assessment is embedded throughout lessons using targeted questioning, discussion and end-of-lesson checks. This allows teachers to monitor progress, address misconceptions and adapt teaching to meet the needs of all pupils. The curriculum also promotes respectful discussion and reflection, enabling pupils to explore different viewpoints in a safe and inclusive environment.

Impact

The impact of this curriculum, pupils develop a secure and progressively deeper understanding of religious beliefs, practices and traditions. They are able to describe key features of different religions, make comparisons and begin to explain the significance of religious concepts. Our pupils leave primary education with:

- A strong understanding of world religions
- Respect for diversity
- The ability to think critically about belief and identity

Pupils demonstrate strong discussion skills, asking thoughtful questions and expressing their own ideas with increasing confidence and respect. They show an awareness of diversity and develop a positive attitude towards people of different faiths and backgrounds.

The curriculum supports pupils' personal development by encouraging reflection on their own beliefs and values, while promoting tolerance, empathy and mutual respect. This results in pupils leaving Woodside with a solid understanding of world religions and the skills needed to think critically and respectfully about belief and identity.