

## **Wider-Curriculum Intent**

We teach a religion and worldviews curriculum that provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Our curriculum develops children's knowledge and understanding of world religions and other worldviews that offer answers to these complex questions. Children are given opportunities for personal reflection and spiritual development.

We provide a curriculum that enhances pupils' awareness and understanding of religions, worldviews, beliefs, their teachings, practices and forms of expression, as well as the influence of religion on individuals, families, communities and cultures. Our children are encouraged to learn from different religions, beliefs, views, values and traditions while exploring their own beliefs and questions of meaning. They are challenged to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics, and to communicate their responses.

Our religion and worldviews curriculum encourages pupils to develop their sense of identity and belonging. It enables them to develop respect for and sensitivity to others, particularly those whose faiths and beliefs differ from their own.

## **Implementation**

### **Curriculum**

The curriculum is based on the Awareness, Mystery and Value schemes of work from the Locally Agreed Syllabus, taught on a two-year rolling cycle where relevant. It includes states of being as a theologian and maintains a strong focus on the locality of Bristol and Bedminster. Core knowledge is outlined in Knowledge Organisers, and reflection on prior learning ensures progression. Retrieval activities support the embedding of knowledge, concept maps show how ideas build across units, and progression of Tier 2 and Tier 3 vocabulary is clearly mapped.

### **Pedagogy**

Our pedagogy includes Quality First Teaching, Inset days and twilight sessions, the use of Knowledge Organisers, CPD, coaching and phase meetings.

### **Assessment**

Assessment consists of AFL within lessons, evidence in books, monitoring activities, and both end-of-unit and pre-unit quizzes.

### **Culture**

The culture of religion and worldviews is reflected through books, displays, school trips and clubs, Immersion Days and visitors.

### **Systems**

Our systems include a joint curriculum for composite classes.

### **Impact**

#### **Internal Measuring of Impact**

Impact is assessed through pre-unit and end-of-unit quizzes, teacher assessment following the marking policy and feedback procedures, the Religious Education Hub, phase meetings, CPD, coaching, drop-ins and Curriculum Lead drop-ins.

#### **Whole School Impact**

Whole school impact is evaluated through curriculum review days and trust moderations.