m	'In a Nutshell'
	Religious Education
Curriculum	(Last updated 22.09.22) At New Marston, we believe that religion and beliefs inform our values and are reflected in what we say and how we hadrage Our aim is to provide a Polizious Education (PE) surfacely method doubles an individual's knowledge and
Intent	behave. Our aim is to provide a Religious Education (RE) curriculum that develops an individual's knowledge and understanding of the religions and beliefs which form part of our contemporary society so that young people are better equipped to play a full role in our multi-faith society. Our RE curriculum contributes to our pupils' personal development, wellbeing and to community cohesion, by promoting mutual respect and tolerance in a diverse society, as well as the qualities of compassion, respect, thoughtfulness, generosity, sensitivity and empathy. Throughout a child's RE learning journey, they gain an understanding of the importance of engaging with those who hold different perspectives without prejudice which enables their own sense of confidence and identity to grow and develop.
Implementation	Although Religious Education (RE) is not part of the National Curriculum, it must be taught in schools by law. The principa objectives of Religious Education, in developing religious literacy, enabling pupils to articulate their insights and the acquisition and application of a range of skills, were set out by the Religious Education Council in the document 'A <i>Curriculum Framework for Religious Education in England</i> ', which was published in 2013.
	Our RE curriculum is provided in accordance with the new Ealing agreed syllabus for religious education 2020-25: Religion and worldviews: Believing, behaving, belonging which draws from the most recent practice and educational thinking (as a await the new Oxfordshire Diocese Agreed Syllabus whose publication and implementation has been delayed until September 2022). RE, at New Marston, is taught through an enquiry-based approach and provides opportunities for all pupils to explore questions, experiences and concepts related to identity and what it means to be human, whilst at the same time developing a good knowledge and understanding of the principal faiths and worldviews. Our syllabus promote an inclusive and educational approach to RE as well as a respectful understanding. It enables pupils to develop key skills and attitudes, such as critical thinking, empathy and creativity. Key features of our <u>RE implementation</u> includes:
	 NMPS Religious Education Overviews Subject Knowledge for Teachers Overview NMPS Concepts and Skills progression EY/KS1/KS2 Units of Learning
Intent	With Regime Subject Knowledge for Teachers
Environment	 The following resources should be current to the unit of learning being taught and should either be displayed on working walls, display areas or accessible in RE booklets: An enquiry-question to hinge the learning onto Key Vocabulary (where relevant indicating grammar splat colours and/or tiers of vocabulary) Pupil Knowledge Organisers, which may include: religious symbols, beliefs & practises, artefacts, key vocabulary, history/timeline, stories, celebrations Where possible, physical artefacts and texts relevant to the principal faiths or world views that are being explored.
	High value is placed on formative assessment in RE, in line with New Marston's own assessment, feedback and marking policy. We use formative assessment to check understanding, inform teaching and next steps and embed knowledge. We do this through a variety of methods, this includes using 'I will learn' statements that make clear learning and assessment points throughout the unit of learning as well as reflecting on prior learning. In addition to this, we use mini plenaries and multiple-choice questioning at the end of session and/or unit of learning.
Links to EYFS	 In the Early Years Foundation Stage framework, children are able to explore questions and themes which can be found in the different areas of learning: Understanding the world Personal, social and emotional development (Diversity) Communication and language
	Useful links to further develop the teaching of knowledge, skills and understanding in RE: With PLACE FOR EXCELLENCE WITH