

## Tacolneston and Morley Religious Education Curriculum Vision

Vision	Aim	Religious Literacy					
	Objectives	To have knowledge and understanding of a range of religions and worldviews appreciating the diversity, continuity and change within the religions and Worldviews studied.	To hold balanced and well-informed conversations about religion and belief.	To know about and understand Christianity as a diverse and global living faith through the exploration of core beliefs.	To explore their own religious, spiritual and philosophical values, beliefs and thinking.	Engage with challenging questions of meaning and purpose raised by human existence and experience.	To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
Curriculum Design	Approaches to Learning	1/3 of the curriculum of theology and covering the main religions as well as non-religious views.	Curriculum is designed to offer challenge and support to enable all learners to achieve.	50 % of the curriculum is Christianity with high quality resources such as Understanding Christianity.	To have opportunities to reflect and think about their own views built into the curriculum.	To have a balanced curriculum with 1/3 based on philosophy	To have 1/3 of the curriculum based on human/social sciences looking at how faith influences individual beliefs and the impact on society.
	A seamless all-through curriculum	A clear flow of learning from YR to Y6.	Clear assessment to track and monitor progress between the key stages	Key Christian concepts are built on in each Key Stage.	Strong focus on individual beliefs and views.	In depth look at the key concepts e.g poverty, justice, right, wrong , good and bad	A balanced curriculum that explores different aspects of religion and its influence on society in terms of art, music and culture
Outcomes	Fulfilling our aims	Strong focus on religious vocabulary development form YR to Y6	High academic standards for all – strong progress and attainment.	High level of challenge between Key stages.	RE as a compulsory and core subject for all learners	To have in-depth study of philosophers and philosophical views	Wide range of additional opportunities available through school trips and external visitors to enhance education