

<b>Curriculum Intent</b> (What do we want for the children at St Nicholas?)	<b>Curriculum Implementation</b> (How will we achieve this for our pupils?)	<b>Curriculum Impact</b> (How will we know if we have achieved this?)
<p>Through Religious Education, pupils develop their knowledge and experiences of the world faiths, and their awareness of the beliefs, values and traditions of others. Our Religious Education curriculum is enhanced further, where possible, with trips to places of worship and visits from people within the community. We use the agreed Croydon Religious Education syllabus as the basis for our curriculum and it is adapted to meet the needs of the children in our school.</p> <p>It is our intent for the Religious Education element of our school curriculum to engage and inspire pupils and to deliver a curriculum that is accessible to all. We want all of our pupils to experience cultural diversity and for most children to recognise and celebrate the cultural diversity within society. We aim to offer opportunities for children to explore and express their own responses and personal beliefs.</p> <p>At St Nicholas Primary School it is our intent to develop the children's experience, knowledge and understanding of the major world faiths. We enable children to experience and develop a knowledge of not only Christianity but other world religions and we help the children learn from religions as well as about religions.</p> <p>We want to help children to develop moral and spiritual values, respect and tolerance, which enables them to appreciate and understand religions, cultures and ways of life different from their own. It is our intent for children to have respect for other people's views and celebrate the diversity in society.</p>	<p>We plan our Religious Education curriculum in accordance with the LEA's Agreed Syllabus, adapting lessons to meet the needs of our children. We ensure that the topics studied in Religious Education build upon prior learning within the faith that is being taught. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit.</p> <p>We carry out the curriculum planning in Religious Education in three phases (long-term, medium-term and short-term).</p> <ul style="list-style-type: none"> <li>• Early Years (Reception, Year 1 and Year 2): RE is delivered through topics and the RRS assemblies. Objectives are taken from the PSED and Understanding of the World areas of the EYFS curriculum. Children are made aware of the different religions and cultures within their class and major religious festivals are celebrated. RE in these year groups is about celebrating religions and festivals and exposing the children to the values and beliefs of others. It should be a way to introduce pupils to the concept that many people have a religious belief and to some of the ways people express their beliefs.</li> <li>• Key Stage 2: Christianity (Year 3 and Year 5), Buddhism (Year 6), Hinduism (Years 3 and 5), Islam (Years 4 and 6), Judaism (Year 4) and Sikhism (Year 5). All year groups cover Christianity at Christmas and Easter</li> </ul> <p>Our children gain a deeper understanding of the religion studied through the use of high-quality resources/artefacts, lessons that are adapted to meet the needs of all pupils and through our assemblies and visits to places of worship. Practical experiences are the most valuable educational tool and are essential for pupils with special needs. A wide variety of experiences such as visiting places of worship, receiving visitors, handling religious artefacts, self-expression and role play are planned for pupils to make the most of their learning.</p>	<p>Through R.E. our children:</p> <ul style="list-style-type: none"> <li>• experience and develop an awareness and understanding of other people's religious beliefs, cultures and ways of life</li> <li>• develop a positive attitude towards our cultural diversity</li> <li>• experience a caring and stimulating environment where they are encouraged to develop a respect for themselves and others, co-operating with adults and children alike.</li> <li>• Are prepared for their continued study of RE at Secondary School and their contribution to the wider society in the future.</li> </ul>