



Wessex Learning Trust



Weare Academy C of E
First School

We Learn Together

RE Curriculum Documents





Weare Academy
C of E First School
All Can Achieve



Religious Education

Intent, Implementation and Impact Statement

Intent

At Weare Academy CofE First School, our Religious Education curriculum enables pupils to explore Christianity and a range of world religions and worldviews, developing their understanding of belief, identity, diversity and community. Rooted in our Christian vision, we aim to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves. Through the teaching of Religious Education, we aim to develop learners who are:

- **Aspirational**, developing a lifelong curiosity about faith, belief and spirituality while encouraging pupils to reflect on their own values and aspirations.
- **Respectful**, appreciating Christianity and the beliefs, traditions and practices of other religions and worldviews, recognising the diversity of modern Britain and the wider world.
- **Curious**, asking thoughtful questions about religion, belief and meaning, exploring different viewpoints with confidence and an open mind.
- **Resilient**, engaging with challenging philosophical, ethical and theological questions, developing confidence to consider different perspectives and justify their own ideas thoughtfully.
- **Kind**, developing empathy, compassion and understanding through the exploration of religious teachings, values and lived experiences.
- **Responsible**, reflecting on how beliefs influence choices and actions, encouraging pupils to become thoughtful, respectful and active members of their communities.

Implementation

To achieve our intent, we implement a carefully sequenced Religious Education curriculum that follows the Locally Agreed SACRE Syllabus and reflects the Church of England Statement of Entitlement, alongside the values and vision of our school community.

- **Curriculum Design:** Our Religious Education curriculum follows the Locally Agreed SACRE Syllabus, ensuring pupils develop a secure understanding of Christianity alongside a range of other religions and worldviews. Learning is carefully sequenced through a progressive curriculum that enables pupils to revisit and deepen key knowledge, concepts and vocabulary over time. High-quality curriculum resources, including *Understanding Christianity* where appropriate, support teachers in delivering engaging and challenging learning experiences.
- **Integration across the Curriculum:** Religious Education is meaningfully linked with Collective Worship, Personal Development, PSHE, History, Geography and English, enabling pupils to explore faith, values, ethics and identity across the wider curriculum. Pupils are encouraged to make meaningful connections between religious beliefs and the world around them.

- **Progressive Skill Development:** Clear progression pathways enable pupils to develop increasingly sophisticated knowledge, understanding and disciplinary skills from Early Years through to Year 4. Through enquiry, discussion, storytelling, interpretation of sacred texts and the exploration of artefacts, pupils learn to ask meaningful questions, compare beliefs, consider different viewpoints and reflect on their own responses. Oracy is embedded throughout lessons, enabling pupils to communicate respectfully and confidently using subject-specific vocabulary.
- **Assessment for Learning:** Assessment is an integral part of our Religious Education curriculum and is used to inform teaching and support pupils' progress. We use SOLO Taxonomy to help pupils understand their learning journey, assess the depth of their understanding and identify clear next steps. Through SOLO questioning, self-assessment and teacher feedback, pupils reflect on their learning, deepen their understanding of religious beliefs and worldviews, and develop increasingly sophisticated religious knowledge, enquiry skills and vocabulary over time.
- **Enquiry and First-Hand Experiences:** Enquiry is central to our Religious Education curriculum. Pupils participate in visits to places of worship, including churches and synagogues, and learn directly from faith leaders and visitors. They explore religious artefacts, stories, celebrations and traditions through practical experiences that deepen understanding and encourage respectful dialogue.
- **Collective Worship and Church Links:** As a Church of England school, Religious Education is enhanced through regular Collective Worship and our close partnership with the local church. Pupils participate in church services, Christian celebrations and opportunities for spiritual reflection, helping them understand the significance of faith within both the school and wider community while respecting the beliefs of others.
- **CPD for Staff:** We invest in continuous professional development to strengthen teachers' subject knowledge and confidence in delivering Religious Education. Subject monitoring, collaborative professional discussions and curriculum review ensure teaching remains ambitious, inclusive and aligned with the Locally Agreed SACRE Syllabus and the Church of England Statement of Entitlement.

Impact

The impact of our Religious Education curriculum is evident in the knowledge, understanding and attitudes pupils develop throughout their time at Weare Academy.

- **Religious Knowledge and Understanding:** Pupils develop a secure understanding of Christianity alongside a range of other religions and worldviews, confidently explaining beliefs, practices and traditions using appropriate subject-specific vocabulary.
- **Enquiry and Reflection:** Pupils ask thoughtful questions, explore different viewpoints and develop the confidence to discuss complex religious, moral and philosophical ideas with respect and sensitivity.
- **Pupil Voice:** Pupils speak enthusiastically about Religious Education and confidently explain how beliefs influence people's lives, reflecting thoughtfully on their own ideas while respecting the opinions of others.
- **Respect and Community:** Pupils demonstrate empathy, respect and appreciation for diversity, contributing positively to the inclusive Christian ethos of the school and developing an understanding of life in modern Britain.
- **Spiritual, Moral, Social and Cultural Development:** Pupils develop spiritually through opportunities for reflection and worship while strengthening their moral reasoning, social awareness and understanding of different cultures and beliefs.
- **Preparation for Future Learning:** Pupils leave Weare Academy with the knowledge, curiosity and confidence to continue exploring questions of faith, belief and identity, enabling them to become thoughtful, respectful and responsible citizens.

In summary, our Religious Education curriculum equips pupils with the knowledge, understanding and enquiry skills needed to explore faith, belief and identity with confidence and respect. Through a carefully sequenced curriculum, enriched by Collective Worship, church partnerships and first-hand experiences, pupils become reflective, compassionate and curious learners who are well prepared for the next stage of their education and life in a diverse society.



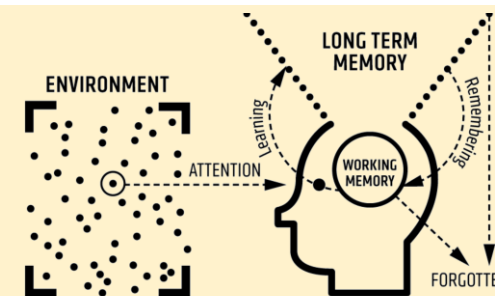
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



**Ready To Learn
Routines**



**Linking Prior +
New Learning**



**Focused
Instruction 'I Do'**



**Practise
Learning 'We Do'**



**Learning Check
'You Do'**



**Consolidating
Learning**

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



Ready To Learn
Routines



Ref SLC
/ Emotional
learning
environment
/ physical learning
environment

Learning environments are safe, inclusive and welcoming.
Relationships are positive and love of learning is promoted.
Everyone feels safe to take risks and explore learning without judgement.
Praise and rewarding effort is used to motivate and engage.
A sense of pace and challenge is established from the start of the lesson.

Linking Prior +
New Learning



Ref SLC
/ Pace of talk,
clarity of
instruction

Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more.
Planning ensures new learning builds on prior learning.
Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced.
Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning.
Gaps in learning and misconceptions are revisited, including feedback and improvement tasks.
Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary.
Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.

Focused
Instruction ‘I Do’



Ref SLC
/ Explicit teaching
of vocabulary
/ Explicit teaching
of listening

The steps to new learning are broken down into manageable amounts and reduce cognitive load.
High-quality explanations are used to model thinking, decision making, and application of knowledge.
Self-regulation is taught through decision making modelled, visible and explicit.
Approaches to getting unstuck are taught and accepted as part of learning.
Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions.
Deeper learning is sequenced so that all learners can understand each developing stage.
Learners know what excellent learning looks like and have success criteria to support their independent work.

Practise
Learning ‘We
Do’



Ref SLC
/ Explicit teaching
paired, small
group talk

Guided practice and worked examples are used to link new learning and decision making with prior learning.
Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning.
Peer explanation + modelling scaffolds and prepares for independent practice.
Learners use expert thinking and talking to explore deeper learning.
Scaffolding and support (including TAs) is in place to develop and build independence.

Learning
Check ‘You Do’



Skills and knowledge are explored using a variety of contexts.
Independent practice and application of learning (including homework) builds confidence, self esteem and motivation.
Metacognition and self-regulation are developed over time.
Learning is consolidated.
Scaffolding and support is reduced and removed over time.
Feedback is used to deepen learning and address misconceptions.

Consolidating
Learning



Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria.
Next steps are identified and used to inform teacher planning and develop mastery approaches over time.
Learning skills continue. Next lessons, rest of day, community, wider world.

	Autumn		Spring		Summer	
EYFS	What makes places special to different people?	How is Christmas celebrated by different people?	What makes people special?	Why are some stories special?	Special people - Who was (an important local religious person)?	How do people decide what is right and wrong?
	F1 Why is the word God so important to Christians?	F2 Incarnation: Why do Christians perform nativity plays at Christmas?		F3 Why do Christians put a cross in an Easter garden?		
Concepts	Perspective	Form, Function	Perspective	Causation	Reflection	Connection
1	Oak – (year 1) New life how is a new child welcomed?	Oak (year 1) Jesus, why is he so important to Christians? 1.2 Creation who made the world?	Oak (year 1) Communities; what does it mean to belong?	Oak (year 1) Caring: How do stories inspire actions?	Oak (year 1) How do different people find different meanings?	Oak (year 1) Places of worship- what makes them sacred?
	1.1 God what do Christians believe God is like?		1.4 Gospel: What is the Good News that Jesus brings?			
Concepts	Perspective	Causation	Responsibility	Function	Change	Perspective, Connection
2	Oak (year 2) The Bible; what does it say about God's promise?	Oak (year 2) Festivals- how do they celebrate the natural world?	Oak (year 2) The world ; how do different people explain how it was started? 1.5 Salvation: Why does Easter matter to Christians?	Oak (year 2) Choices – do we need rules to live by	SACRE Why is Glastonbury a special place?	Oak (year 2) Hindus – what do Hindu stories teach about life and the world?
		1.3 Incarnation: Why does Christmas matter to Christians?				
Concepts	Form	Function, Causation	Perspective, Causation	Responsibility	Connection	Form, Perspective

Year	Autumn		Spring		Summer	
3	Oak (year 3) How do communities mark growing up?	Oak (year 3) Festivals; how do ancient stories influence modern celebrations?	Oak (year 3) Pesach – how do Jews remember God's covenant?	Oak (year 3) Holy week – what do the stories say and what is their meaning?	Oak (year 6 needs adapting) How do Hindus see Brahman?	SACRE - How does living in Somerset affect how different Hindus live out their faith?
		2a.2 What is it like to follow God?	2a.5 Why do Christians call the day Jesus died Good Friday?	2a.6 When Jesus left what was the impact of Pentecost ?		
Concepts	Reflection	Form, Change, Connection	Reflection, Function	Causation	Perspective, Reflection	Connection
4	Oak (year 4) Prophet Muhammad: how does he inspire Muslims today?	SACRE – How do different Muslims in Somerset show submission?	Oak (year 4) Sikhs; how does Guru Nanak inspire Sikhs today ?	Oak (year 4) Pilgrimages – why might some people visit Jerusalem/Mekka Karbala	Oak (year 4) Jesus- how does his treatment of outcasts speak to Christians today? 2a:4 Gospel: What kind of world did Jesus want?	Oak (year 4), what does Dharma teach about attitudes toward the planet?
			2a..3 What is the Trinity?	2a.1 What do Christians learn from the creation story?		
Concepts	Function, Perspective	Connection, Reflection	Form, Perspective	Causation, Perspective, Reflection	Reflection, Function	Change