

## RE at Stubbin Wood

We use Derbyshire Agreed Syllabus for our RE curriculum which provides a progression framework from Nursery to Key Stage 5 based on the national curriculum programmes of study (PoS) and Development Matters. We have made adaptations to meet the needs and interests of our learning community.

Our framework maps out each child's learning journey through religion and non-religion. For our students this includes sensory stories and experiences, both religious and non-religious, listening to other perspectives in a respectful and non-judgemental way and engaging in structured discussions and activities that give them an insight into other world views. These world views can come from within our school community, the local community, national and international world views, based on the needs and interests of individual classes and students.

### Concepts/aspects we cover in RE:

- Believing – beliefs, teachings, sacred text
- Expressing – worship, celebrations, symbols, expression
- Living – values, ethics, belonging, lifestyle

### Building RE understanding

The sequencing of learning ensures that children have the substantive knowledge and vocabulary to fully access subsequent units fully. Key questions form the sequence of learning for each unit for each key stage. Within RE, disciplinary knowledge is embedded within substantive content.

The key concepts ('big ideas') covered within the RE curriculum are:



These are then linked to smaller concepts/aspects of RE:

- Artefacts & sources
- Beliefs and teaching
- Diversity within and between Traditions
- Enquiry and Interpretation
- Identity and Belonging
- Reflection and Worldwide awareness
- Values and Morality
- Worship and Celebrations

Each smaller concept/aspect is then broken down further into the skill and core knowledge statements that form the subject progression framework

### **Stage not age**

We have tailored the Derbyshire Agreed Syllabus to the profile of our learners and whilst content is determined by subject leaders to enable our progression of knowledge and skills model, it is individual teacher's responsibility to determine the appropriate skill and knowledge statements for individual learners. We plan to learners' cognitive level of understanding rather than chronological age.