



Stantonbury School
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Humanities: Religious Education R.E. Curriculum Statement

Curriculum Intent

The purpose of the R.E. curriculum is to get students to think about ultimate questions and religious belief structures in an increasingly secular world

Vision and values

The R.E department encourages students to appreciate the spiritual aspects of life and to really understand how religious responses to some of life's big questions. The aim is to get students to evaluate religious responses to life and to evaluate their own position. All the R.E teachers are committed to promoting the school's ethos of mutual respect, understanding, tolerance while encouraging high achievement, intellectualism, critical thinking, and reflection.

The R.E departments uses a variety of approaches to engage students and to get them to improve their level of progress. After every learning session we encourage the students to reflect on their learning session and establish what they thought of the lesson.

Planning and sequencing

The R.E curriculum aims to give an overview of all the 6 World religions by the end of Key Stage 3. Each unit encourages them to either learn about or learn from religion and aims to build on prior learning. Students are also encouraged to improve their skills of analysis empathy and reflection which will help improve their outcomes as they progress to Key Stage 4.

Each student has regular assessments each half term and the results are recorded on Go4 Schools. This allows the department to make evidence made judgements about what provision is needed to ensure the student can make progress. To allow all students to be informed about their targets they also receive a learning target for each lesson based on their prior attainment this is labelled Gold, Silver, and Bronze. Students are given time in the lesson to reflect upon their learning achievements and are asked to write this down so that we can keep a log of the progress they are making that fully incorporates their own voice into the learning experience. All students are also given a copy of a PLC that goes with each unit, and they also have a copy of the R.E learning journey so that they know what is expected of them and they also know how each unit complements the core themes of the R.E department.





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Implementation

All R.E lessons follow an agreed structure with Do Now tasks being completed at the beginning of each lesson to facilitate retrieval and consolidation of learning. As practitioners, we also model and promote high standards of behaviour and work and encourage students to have the right approach to their learning.

Lessons are planned carefully to ensure all students can make good progress. There is an emphasis on the climates for learning so that students can adapt their learning styles to the different stages of the lesson. There is regular feedback both from both peer and teacher marking. This enables students to know how they can best improve their grade. There is regular contact with home so that parents can help improve learning outcomes.

We encourage students to raise their aspirations beyond the classroom both in their learning and their wider aspirations and encourage them to see the relevance of faith in an increasingly complex world.

