

### Helping our children understand the world, value one another and make the world a better place

At Menston Primary School, Religious Education (RE) plays a vital role in developing pupils' understanding of belief, identity and belonging in a diverse and ever-changing world. Rooted in our school vision of *Making the world a better place*, RE enables children to explore religious and non-religious worldviews thoughtfully and critically, while promoting respect, empathy and open-mindedness.

Our curriculum is grounded in the **Believing and Belonging: RE Agreed Syllabus for West Yorkshire 2024–2029**, ensuring a coherent, ambitious and locally relevant approach to RE that reflects both our community and the wider world.

### Our Vision

We provide an ambitious, inclusive and well-sequenced RE curriculum that enables all pupils to thrive intellectually, socially and emotionally. Through meaningful engagement with religions and worldviews, pupils develop curiosity, critical thinking and moral clarity, building the foundations needed to live well together in a plural society.

Our curriculum intent ensures that learning in RE is clearly purposeful, coherently sequenced and designed to meet the needs of *all* learners, including pupils with SEND and those who are disadvantaged. Progression is explicitly planned so pupils deepen both knowledge and understanding over time.

### What RE Looks Like at Menston

RE is taught from EYFS to Year 6 through a carefully sequenced, spiral curriculum that revisits key concepts as pupils mature. Our long-term plan follows the local authority agreed syllabus, ensuring statutory entitlement while allowing flexibility to reflect our school context. Teaching is organised around six **learning pathways** from *Believing and Belonging*, which structure progression across the primary phase:

- The Nature of Religion and Belief
- How Beliefs Are Expressed
- A Good Life
- Personal Journey
- Influence and Authority
- The Big Picture



Units are enquiry-led and connected to meaningful questions that encourage discussion, reflection and interpretation. Lessons are enriched through stories, artefacts, visits, visitors and opportunities for pupils to encounter lived religious and non-religious experience, helping to build cultural capital and real-world understanding.

### Developing Substantive Knowledge

Substantive knowledge in RE includes secure, age-appropriate understanding of: Christianity and the other principal religions represented in Great Britain; a range of religious and non-religious worldviews (including Humanism); Beliefs, practices, values, stories, texts, rituals and forms of expression. This knowledge is developed incrementally across EYFS, KS1 and KS2, ensuring pupils revisit and deepen understanding rather than encountering topics in isolation. The curriculum balances **breadth and depth**, enabling pupils to build cumulative, connected knowledge that can be applied to new contexts and questions.

### Developing Disciplinary Knowledge

Disciplinary knowledge in RE focuses on how pupils *think and work* within the subject. Pupils are explicitly taught to ask perceptive questions and engage in enquiry; interpret texts, symbols and practices; compare and evaluate different viewpoints; recognise diversity within and between traditions; and apply learning to ethical, philosophical and real-world issues

Through structured discussion and reflection, pupils learn to express reasoned views while listening respectfully to others. This develops disciplinary literacy and purposeful learning experiences within a coherent curriculum.

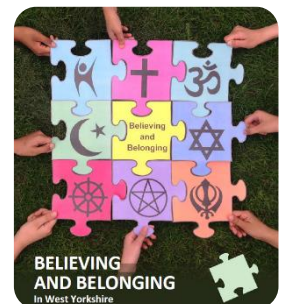
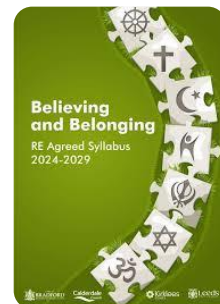
### Linked to Our Curriculum Drivers

- **Equality, diversity and tolerance:** RE enables pupils to explore difference with respect, challenge stereotypes and understand diversity within beliefs and communities.
- **Creativity and critical thinking:** Enquiry-based learning encourages pupils to analyse ideas, explore big questions and reason thoughtfully.
- **Global citizens:** Pupils consider how belief influences individuals and societies locally, nationally and globally, supporting responsible citizenship.
- **Future-thinking:** RE supports critical thinking, ethical reasoning and dialogue – skills essential for navigating future societal, scientific and technological challenges.
- **Wellbeing:** Opportunities for reflection and discussion support pupils' emotional literacy, empathy and sense of personal meaning and belonging.

### What Our Children Will Leave Knowing

By the end of Year 6, our pupils:

- Have secure knowledge of a range of religions and worldviews
- Understand how beliefs shape lives, values and communities
- Can compare, evaluate and express ideas with respect and confidence
- Recognise diversity within beliefs and the importance of dialogue
- Reflect on their own values and responsibilities in a shared world



Together, our RE curriculum ensures that pupils leave Menston Primary thoughtful, respectful and informed – ready to contribute positively to a diverse society and to continue their journey of understanding in the wider world.