World Views (RE)

intent, implementation, impact

intent

Academic. We want every pupil to develop the knowledge and vocabulary to take part in informed conversations about religion and worldviews. Our curriculum draws on the Norfolk Agreed Syllabus and uses three ways of exploring questions:

- Theology explores what people believe and where those beliefs come from.
- Philosophy asks big questions about meaning, truth and how we decide what is right or wrong.
- Human and social sciences explore how people live out their beliefs and how practices vary within and between communities.

Together, these approaches help pupils make connections between beliefs, traditions and everyday life. RE also contributes to pupils' spiritual, moral, social and cultural development and helps them understand the diverse society in which they live.

Character. RE gives pupils space to reflect on their own identity and sense of belonging while learning about experiences and perspectives different from their own. They investigate how beliefs and traditions have developed over time and how they influence people's lives today. We encourage pupils to be curious, think critically, consider evidence and explain their views with care.

Behaviour. Enquiry gives pupils a safe setting in which to ask questions, listen to others and disagree respectfully. They learn to consider why people may reach different conclusions about the same question and to discuss those differences with empathy and respect.

implementation

At St Michael's, we use the Norfolk Agreed Syllabus to plan a sequence of enquiries across Key Stage 2. Each enquiry begins with a question that gives pupils a reason to investigate. Teachers find out what pupils already know and introduce the knowledge and vocabulary they need. Pupils then explore sources such as stories, religious texts, images, artefacts and accounts of lived experience. They discuss what these sources tell them and draw on what they have learned to give a reasoned answer to the enquiry question.

Across the curriculum, pupils use three approaches to explore religion and worldviews. Through theology, they examine beliefs and where they come from. Through philosophy, they consider big questions and weigh up different answers. Through human and social sciences, they explore how people express their beliefs in everyday life. For example, when investigating why a festival matters to believers, pupils might explore the story behind it, discuss what it means to those who celebrate it and compare how different families or communities mark it today.

As pupils move from Year 3 to Year 6, they revisit important ideas such as belonging, belief and celebration. Teachers use previous enquiries to help pupils make connections and notice differences within as well as between religions and worldviews. Over time, pupils move from describing what people believe and do to explaining why beliefs and practices matter, using evidence and increasingly precise vocabulary to support their thinking.

Discussion is central to RE. Teachers model how to ask thoughtful questions, listen carefully and disagree respectfully. Pupils show their understanding through spoken explanations, written responses and creative work. Class floor books capture key questions and examples of pupils' thinking, giving classes a shared record to return to when they begin a new enquiry.

impact

At St Michael's, we assess what pupils know about religion and worldviews, what they remember from earlier enquiries and how well they use that knowledge to answer new questions. As pupils move through Key Stage 2, we look for increasingly precise use of vocabulary and more developed explanations that draw on what they have learned. For example, pupils might move from describing how a festival is celebrated to explaining why it matters to believers and why traditions can vary between communities.

Teachers check understanding during lessons and review progress termly against the diocesan age-related expectations for RE. Pupils can demonstrate their learning through discussion, spoken explanations, written responses and creative work. Teachers use this evidence to identify misconceptions and decide what needs revisiting or where pupils are ready to explore an idea in greater depth.

Each class keeps a shared RE floor book that records key enquiry questions and examples of pupils' responses. Classes return to these books to recall earlier learning, compare ideas and make connections with new topics. The subject leader reviews floor books alongside discussions with pupils to see what they remember, how confidently they explain their thinking and how their understanding develops across year groups.

These findings help shape future planning and identify where pupils would benefit from further teaching or practice.