



<i>Intent</i>	<i>Implementation</i>	<i>Impact</i>
<p>At Wickham Common Primary School, we are a secular community, not linked or affiliated to any particular religious group. Instead, we live by our shared values, encouraging all children to be Respectful, Resilient and Resourceful.</p> <p>We aim to:</p> <ul style="list-style-type: none">• Enable each child to develop a deeper understanding of a variety of faiths, while also promoting respect for religious and moral values, tolerance, and appreciation of cultural diversity.• Prepare children for life in a multi-faith and multi-cultural society by fostering respect, understanding and dialogue.• Nurture the growth of each child’s potential through respect for self and others, encouraging them to value themselves and those around them. <p>Our RE and Worldviews curriculum is developed in line with the Bromley Agreed Syllabus 2020. We believe that high-quality, ambitious RE teaching is an essential part of the curriculum, enabling pupils to understand and value both themselves and others and to be well prepared for the challenges of life in a rapidly changing society.</p> <p>Through teaching and learning, pupils will:</p>	<p>The RE and Worldviews curriculum at Wickham Common Primary School is carefully designed to ensure consistency, progression and depth of learning across all year groups.</p> <p>Curriculum structure:</p> <ul style="list-style-type: none">• RE has non-negotiable curriculum hours, protected in all year groups and monitored by the Senior Leadership Team.• Learning is sequenced through long-, medium- and short-term planning to ensure progression, depth and secure coverage.• Units are framed around enquiry questions that encourage children to grasp big ideas and explore them from multiple worldviews.• Each year group studies six units or ‘overarching questions’ annually, covering the threshold concepts of <i>Practices and Lifestyles, Teaching and Beliefs, Understanding Values</i> and Reflections. <p>Teaching and learning approaches:</p> <ul style="list-style-type: none">• Lessons build on prior learning and provide opportunities for both guided and independent practice.• Spiral learning ensures knowledge and skills are revisited, strengthened and applied in new contexts.• A variety of teaching approaches are used —	<p>The impact of our RE and Worldviews curriculum at Wickham Common Primary School ensures that all pupils make strong progress, gain deep knowledge and understanding, and develop the skills to engage thoughtfully with religious and non-religious worldviews.</p> <p>Knowledge and understanding</p> <p>By the end of each key phase, pupils can:</p> <ul style="list-style-type: none">○ Recognise, name, and recall facts from a variety of religions.○ Identify key artefacts, symbols, stories, places, people, and celebrations within different religions and explain their significance.○ Explain the practices and lifestyles of various religions and explore the challenges of practicing each religion.○ Compare and contrast the lifestyles of different religions.○ Retell teachings and link them to celebrations and festivals across a variety of religions.○ Understand the significance of key leaders and influencers and explain their impact.

<ul style="list-style-type: none"> • Gain rich knowledge and understanding of a wide range of religious and non-religious worldviews. • Develop ‘ways of knowing’ through a multi-disciplinary approach, allowing them to explore knowledge in depth. • Build skills in dialogue, listening and respectful disagreement. • Reflect on and develop their own worldviews about the big questions of life, faith, identity, value and purpose. • Apply skills from other subjects (e.g. literacy, PSHE) within RE, strengthening their ability to make connections, analyse and evaluate using sources of evidence. <p>We enrich learning through:</p> <ul style="list-style-type: none"> • Weekly RE lessons, delivered collaboratively by teachers and teaching assistants. • Opportunities beyond the classroom, such as visits to places of worship and welcoming visitors representing a range of faiths and worldviews. • Encouraging children to develop enthusiasm for exploring faith and worldviews, becoming increasingly religiously literate young people. <p>Our overall aim is that children leave our schools with a wide range of happy, meaningful and thought-provoking experiences in RE and Worldviews. They will be equipped with the knowledge, skills and respect needed to succeed in life, to see and celebrate diversity, and to make a positive contribution to the world around them.</p>	<p>whole-class teaching, group tasks and independent work — with opportunities for reflection, sensitive discussion and respectful debate.</p> <ul style="list-style-type: none"> • Assessment for learning is used effectively, combining formative and summative methods, with immediate feedback and opportunities for peer and self-assessment to secure progress. • Children are encouraged to make connections, analyse evidence, and reflect critically on what they learn. <p>Content and resources:</p> <ul style="list-style-type: none"> • Pupils engage with a wide variety of sources, including religious stories, art, artefacts, literature and symbols. • Visits to places of worship and interactions with guest speakers provide authentic experiences, helping pupils connect classroom learning to the wider world and appreciate multiple worldviews. <p>Outcomes:</p> <ul style="list-style-type: none"> • The curriculum is designed to avoid misconceptions and stereotypes, enabling children to develop a broad and accurate understanding of multi-religious and multi-secular worldviews. • Pupils are provided with a safe and structured space to reflect, ask questions, listen to others and engage in thoughtful dialogue. • Through RE and Worldviews, children progressively develop religious literacy, critical thinking skills, and respect for 	<ul style="list-style-type: none"> ○ Explain how beliefs shape the lives of individuals and communities. ○ Understand and explain similarities between the teachings of different religions. <ul style="list-style-type: none"> • Moral and ethical development Pupils can: <ul style="list-style-type: none"> ○ Identify the concept of right and wrong. ○ Understand what a moral is and link it to home and school values. ○ Explain how beliefs about right and wrong affect the behaviour and actions of individuals and communities. ○ Discuss and give opinions on moral dilemmas. ○ Understand that different religions have differing views of right and wrong and make moral choices. ○ Discuss ethical questions and moral choices, linking ideas to the wider community. <p>Reflection and personal development Pupils can:</p> <ul style="list-style-type: none"> ○ Reflect on personal beliefs and make links to religions. ○ Ask questions about puzzling aspects of life. ○ Reflect on personal experiences and recognise how these affect actions.
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diversity, preparing them to participate confidently in a multi-faith society.

- Reflect on the actions of key leaders and influencers.
- Ask and answer questions for which there are no universally agreed answers.
- Articulate and explain their own moral beliefs.
- Reflect, challenge, and justify personal values.
- Recognise, discuss, and apply personal ideas to ‘big questions’.

Engagement and enrichment:

- Visits, guest speakers, and real-life experiences enrich pupils’ understanding, allowing them to connect classroom learning with the wider world. Children can discuss how these experiences impact their understanding and apply their learning thoughtfully.

Skills and dispositions:

- Pupils develop curiosity and fascination for religion and worldviews, alongside critical thinking, reasoning, dialogue, and the ability to handle complex moral and ethical issues thoughtfully. They learn to use the language of difference and engage respectfully in debate.

Long-term outcomes:

- By the time children leave Wickham Common, they are well-rounded learners equipped with the foundations, skills, and understanding to succeed in the next stage

		<p>of their education. They are confident in their knowledge, able to face challenges, and prepared to participate positively in a diverse, multi-faith society.</p>
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