


At Kingsway Primary School, our Religious Education (RE) curriculum is designed to support pupils in developing knowledge and understanding of a range of religious and worldviews, while fostering empathy, respect, and curiosity. Through a **Reading Inspired Curriculum**, high-quality texts, sacred stories, biographies, and reflective literature are used to deepen pupils' engagement with faith, belief, and values. Rooted in our school values—**caring about togetherness, thriving on difference, passionate about learning, and inspired to grow**—RE at our school nurtures inclusive, thoughtful, and reflective learners prepared for life in a diverse world.



### Intent Overview

Our RE curriculum aims to:

- Help pupils understand, compare, and respect a range of religious and non-religious worldviews.
- Explore big questions about life, meaning, morality, and belief through engaging and age-appropriate reading and discussion.
- Foster tolerance, empathy, and dialogue through the exploration of different cultures and traditions.
- Encourage reflection on personal values, identity, and the shared human experience.
- Support spiritual, moral, social, and cultural development in alignment with the aims of the locally agreed syllabus and national guidance.

### Implementation Strategies through our School Values

<p>We Care about Togetherness</p> 	<p>We Thrive on Difference</p> 
<p>To promote togetherness through RE, we encourage the following behaviours:</p> <ul style="list-style-type: none"> <li>• <b>Listening Respectfully to Others' Beliefs and Views</b> Pupils give their full attention when others are sharing and show kindness even when views differ from their own.</li> <li>• <b>Working Supportively in Group Discussions and Tasks</b> Children collaborate on RE activities, valuing each group member's contributions and building shared understanding.</li> <li>• <b>Celebrating Shared Human Values Across Faiths</b> Pupils recognise common values such as kindness, peace, and respect in different religions, highlighting what unites people.</li> <li>• <b>Creating a Safe Space for Honest Dialogue</b> Children help create an atmosphere of trust where everyone feels comfortable expressing ideas and asking questions.</li> <li>• <b>Showing Empathy Towards People of All Beliefs</b></li> </ul>	<p>To promote thriving on difference through RE, we encourage the following behaviours:</p> <ul style="list-style-type: none"> <li>• <b>Appreciating a Wide Range of Religious and Cultural Traditions</b> Pupils enjoy exploring the richness of different beliefs, customs, and practices, recognising the beauty of diversity.</li> <li>• <b>Respecting Faiths and Worldviews Different from Their Own</b> Children show respect in how they speak, behave, and ask questions when learning about unfamiliar traditions.</li> <li>• <b>Showing Interest in How Religion Shapes Identity</b> Pupils explore how faith influences people's choices, celebrations, and daily lives, and ask respectful questions to understand more.</li> <li>• <b>Challenging Stereotypes and Misconceptions</b> Children correct misunderstandings with kindness and use facts and empathy to promote inclusivity and fairness.</li> </ul>

<p>Pupils demonstrate genuine care and understanding when learning about the experiences and feelings of people from different faiths.</p>	<ul style="list-style-type: none"> <li>• <b>Including and Celebrating Everyone's Backgrounds</b> Pupils make links between RE learning and the lives of classmates, helping all children feel seen, heard, and valued.</li> </ul>
<p>We are Passionate about Learning</p> 	<p>We are Inspired to Grow</p> 
<p>To promote being passionate about learning through RE, we encourage the following behaviours:</p> <ul style="list-style-type: none"> <li>• <b>Asking Deep and Thoughtful Questions</b> Pupils show curiosity about beliefs, traditions, and life's big questions, wanting to understand different worldviews more deeply.</li> <li>• <b>Engaging Eagerly in Discussions About Faith and Meaning</b> Children contribute confidently to class discussions, sharing ideas and showing enthusiasm for exploring moral and spiritual topics.</li> <li>• <b>Showing Interest in a Range of Religions and Worldviews</b> Pupils enjoy learning about different faiths, festivals, and practices, and are excited to compare and reflect on similarities and differences.</li> <li>• <b>Making Connections Between RE Learning and Real Life</b> Children think about how religious values apply to the world today, showing a desire to understand and make sense of real-life experiences.</li> <li>• <b>Reflecting Thoughtfully on Their Own Beliefs and Values</b> Pupils take time to consider what they believe and how they treat others, showing they are deeply engaged in personal and spiritual growth.</li> </ul>	<p>To promote being inspired to grow through RE, we encourage the following behaviours:</p> <ul style="list-style-type: none"> <li>• <b>Reflecting on What They've Learned About Themselves and Others</b> Pupils regularly consider how learning in RE helps them grow in understanding, tolerance, and empathy.</li> <li>• <b>Taking Responsibility for Their Behaviour and Choices</b> Children make connections between religious and moral teachings and how they act in school and at home.</li> <li>• <b>Responding Thoughtfully to Big Questions</b> Pupils take time to develop and refine their ideas about identity, belief, meaning, and purpose.</li> <li>• <b>Welcoming Feedback and Different Perspectives</b> Children are open to listening, thinking again, and learning from others' views as part of their personal and spiritual development.</li> <li>• <b>Being Motivated to Make a Positive Difference</b> Pupils feel inspired by religious and ethical teachings to be kinder, more forgiving, or more thoughtful in their own lives.</li> </ul>

## Impact

By the end of their primary education, children at Kingsway Primary School will be:

- **Respectful and Empathetic Learners**  
Pupils leave with a deep respect for others, showing empathy and kindness across differences in belief, culture, and worldview. They understand how shared values unite communities, reflecting *caring about togetherness*.

- **Appreciative of Diversity in Faith and Thought**

Children develop a broad understanding of the world's major religions and non-religious worldviews. They celebrate what makes each tradition unique and recognise the strength in difference, showing they are *thriving on difference*.

- **Thoughtful and Curious Inquirers**

Pupils are inspired by big questions about life, belief, and meaning. They engage deeply with texts, traditions, and discussions, showing they are *passionate about learning* and excited to explore the spiritual and moral dimensions of life.

- **Reflective and Values-Driven Individuals**

Children leave primary school with a stronger sense of who they are and what they believe. They use what they've learned to make positive choices, develop moral awareness, and show compassion—truly *inspired to grow*.

## **Monitoring and Evaluation**

Our Religious Education (RE) curriculum is monitored and evaluated to ensure it is inclusive, reflective, and enriching—aligned with the agreed syllabus for Trafford, our reading-inspired approach, and the school's core values. Monitoring is carried out through lesson observations, pupil voice, work scrutiny, and reflective discussions to assess how well children are developing religious literacy, empathy, and thoughtful engagement with a range of worldviews.

We look for evidence of respectful dialogue and shared exploration of beliefs (*caring about togetherness*), interest in and appreciation of diverse religions and perspectives (*thriving on difference*), high engagement in discussion, story-based learning, and ethical reflection (*passionate about learning*), and growing confidence in expressing personal beliefs and values (*being inspired to grow*).

This ongoing process ensures that RE remains meaningful, balanced, and empowering—equipping children with the understanding and respect needed to thrive in a diverse and interconnected world.