



## 1. Religious Education Curriculum Vision

At Storybrook, we believe Religious Education helps pupils understand themselves, others and the wider world through the exploration of beliefs, values, traditions and human experience.

**Religious Education teaching is designed to ensure pupils:**

- develop curiosity and respect
- explore different beliefs and worldviews
- reflect on values, identity and belonging
- ask thoughtful questions
- communicate ideas and opinions respectfully
- recognise similarities and differences between faiths and cultures
- develop empathy, understanding and reflection

**Within our specialist SEMH context, Religious Education provides opportunities for:**

- developing belonging and identity
- emotional reflection and self-awareness
- communication and discussion
- understanding perspectives and relationships
- promoting respect and tolerance
- developing confidence and self-expression

Learning is ambitious, adaptive and carefully sequenced so pupils progressively know more, remember more and can do more over time.

## 2. Intent

At Storybrook pupils will:

**Know**

- substantive religious knowledge
- religious vocabulary
- important beliefs, traditions and celebrations
- significant religious stories, people and symbols

**Understand**

- similarities and differences between religions and worldviews
- how beliefs influence actions and choices
- how faith and values shape communities and identity
- how people express beliefs through worship, traditions and practices



## Apply

- respectful discussion and reflection
- questioning and interpretation
- comparison and explanation
- communication of ideas and viewpoints
- empathy and understanding of different perspectives

## 3. Implementation

### Religious Education is implemented through:

- Carefully sequenced units
- Learning is organised through thematic units and revisited across phases.

### Religious Understanding

#### Pupils progressively develop understanding through:

explore → question → compare → interpret → reflect → evaluate

### Retrieval

#### Pupils revisit:

- prior knowledge
- vocabulary
- beliefs and traditions
- misconceptions
- previously taught religious knowledge and understanding

### Vocabulary

#### Vocabulary is explicitly taught through:

- Tier 1 language
- Tier 2 language
- Tier 3 religious vocabulary

### Reading

#### Pupils explore:

- religious stories
- sacred texts
- prayers and reflections
- symbols and artwork
- biographies and faith stories
- religious interpretations and viewpoints



## Adaptive Teaching

Learning may include:

- storytelling
- visual supports
- structured discussion
- oral rehearsal
- role play and drama
- vocabulary pre-teaching
- reflection opportunities
- chunked learning

## 4. Impact

Leaders evaluate impact through:

Monitoring activity	Evidence
Learning walks	respectful discussion, vocabulary and engagement
Book scrutiny	progression of understanding and reflection
Pupil voice	confidence, empathy and understanding
Assessment information	progress and misconceptions
Retrieval activities	long-term retention
Vocabulary reviews	disciplinary language use
Final outcomes	application of religious understanding

Within the specialist SEMH context:

Improved attendance, engagement and participation are considered important indicators of curriculum impact.

## 5. How Religious Education Progresses at Storyybrook

Phase	Knowledge	Religious Understanding	Reflective Thinking
KS1	explore stories, celebrations and symbols	identify similarities and differences	identify → respond
LKS2	investigate beliefs, traditions and practices	compare and explain viewpoints	investigate → explain
UKS2	analyse beliefs, values and interpretation	evaluate viewpoints and perspectives	analyse → justify → evaluate



## Religious Education Knowledge Progression Overview

Strand	KS1	LKS2	UKS2
Beliefs & Teachings	recognise key beliefs and stories	explain beliefs and teachings	analyse beliefs and interpretations
Worship & Practices	identify celebrations and worship	compare religious practices	evaluate meaning and purpose
Symbols & Artefacts	recognise important symbols	explain symbolism and meaning	interpret symbolism and representation
Community & Belonging	understand belonging and community	compare faith communities	analyse identity and worldview
Reflection & Values	respond to stories and ideas	explain viewpoints respectfully	justify and evaluate perspectives
Worldviews	recognise different beliefs and traditions	compare religions and worldviews	analyse similarities, differences and influence

## Religious Education Progression Principles

Religious Education learning at Storyybrook is designed so that pupils:

- revisit prior learning through retrieval opportunities
- develop increasingly sophisticated religious vocabulary
- move from recognising and responding towards analysis and evaluation
- communicate ideas respectfully and thoughtfully
- increasingly think, communicate and reflect as respectful, reflective learners

## 6. Religious Understanding Progression

KS1	LKS2	UKS2
Explore stories, celebrations and symbols	Compare beliefs and practices	Analyse viewpoints and interpretations
Respond to ideas and experiences	Explain similarities and differences	Evaluate beliefs and perspectives respectfully
Ask simple questions	Ask thoughtful questions	Justify viewpoints using evidence and reflection
Communicate ideas respectfully	Explain beliefs and traditions	Analyse influence and meaning

Pupils revisit and increasingly apply these reflective skills across all phases and religious contexts.



## 7. Religious Education Disciplinary Progression

KS1	LKS2	UKS2
Learners explore, respond and ask questions	Learners investigate, compare and explain	Learners analyse, evaluate and justify viewpoints

## 8. Reading in Religious Education

Phase	Reading focus
KS1	stories, symbols, simple sacred texts and illustrations
LKS2	religious stories, sacred texts and faith accounts
UKS2	interpretation, viewpoints, sacred texts and reflection





## 9. Religious Education Coverage by Unit

The First Christmas / Christmas Miracle (KS1)	Wise Words / All You Need is Love (KS1)	Christmas Around the World / Easter Hope (LKS2)	Walk Like an Egyptian / Roman Britain (LKS2)	Easter Journeys / Christmas Hope (UKS2)	Our Changing World / Protect Our Planet (UKS2)
<b>Delivery Focus</b> Christian stories, celebration and belonging	<b>Delivery Focus</b> Values, kindness and reflection	<b>Delivery Focus</b> Religious traditions, worship and celebration	<b>Delivery Focus</b> Beliefs, culture and historical religion	<b>Delivery Focus</b> Interpretation, reflection and faith perspectives	<b>Delivery Focus</b> Worldviews, responsibility and ethical thinking
<b>National Curriculum Links</b> explore religious stories and celebrations identify symbols and traditions recognise belonging and community	<b>National Curriculum Links</b> explore beliefs and values understand respect and relationships communicate ideas and feelings	<b>National Curriculum Links</b> compare religious celebrations understand beliefs and practices explore worship and symbolism	<b>National Curriculum Links</b> understand beliefs in historical societies compare religious ideas explore symbols and traditions	<b>National Curriculum Links</b> explore beliefs and interpretation evaluate viewpoints respectfully understand influence of faith and values	<b>National Curriculum Links</b> explore beliefs about responsibility and care compare worldviews evaluate ethical ideas
<b>Religious Understanding Focus</b> respond to stories and symbols ask questions recognise similarities and differences	<b>Religious Understanding Focus</b> reflect on values discuss ideas respectfully compare viewpoints	<b>Religious Understanding Focus</b> compare traditions explain symbolism interpret stories and beliefs	<b>Religious Understanding Focus</b> investigate beliefs and rituals compare viewpoints explain significance	<b>Religious Understanding Focus</b> analyse viewpoints reflect on meaning and purpose justify ideas respectfully	<b>Religious Understanding Focus</b> analyse perspectives compare viewpoints evaluate ethical questions
<b>Reading Focus</b> religious stories illustrations simple sacred texts	<b>Reading Focus</b> stories reflections simple quotations	<b>Reading Focus</b> sacred stories faith accounts religious artwork	<b>Reading Focus</b> artefacts historical accounts religious stories	<b>Reading Focus</b> sacred texts interpretation reflection and viewpoints	<b>Reading Focus</b> reflections viewpoints ethical discussions
<b>Vocabulary</b> Christmas celebration symbol belonging	<b>Vocabulary</b> kindness respect value community	<b>Vocabulary</b> worship tradition faith symbolism	<b>Vocabulary</b> ritual belief symbol civilisation	<b>Vocabulary</b> interpretation belief reflection perspective	<b>Vocabulary</b> ethics responsibility worldview stewardship
<b>Assessment Opportunities</b> retell stories identify symbols	<b>Assessment Opportunities</b> explain ideas reflect on values	<b>Assessment Opportunities</b> compare traditions explain beliefs	<b>Assessment Opportunities</b> explain beliefs compare traditions	<b>Assessment Opportunities</b> evaluate viewpoints justify reflections	<b>Assessment Opportunities</b> explain ethical viewpoints





communicate understanding	communicate viewpoints	interpret symbolism	justify ideas	explain interpretation	justify ideas respectfully evaluate perspectives
<b>Adaptive Teaching</b> storytelling role play visual supports	<b>Adaptive Teaching</b> structured discussion oral rehearsal visual prompts	<b>Adaptive Teaching</b> storytelling visual supports structured reflection	<b>Adaptive Teaching</b> artefact exploration structured questioning visual prompts	<b>Adaptive Teaching</b> structured discussion chunked reflection guided questioning	<b>Adaptive Teaching</b> structured reflection visual prompts supported discussion

National Curriculum Strand	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
Christianity	The First Christmas	The Christmas Miracle	Winter Wishes	Christmas Around the World	Christmas Journeys	Christmas Hope
Judaism	Shabbat	Wise Words	Easter Journeys	Easter Hope	Easter Reflections	Easter Journeys
Beliefs and Values	Uniquely Me	All You Need Is Love	Healthy Me	Protect Our Planet	Rainforests	Healthy Futures
Interpretation and Enquiry	The First Christmas	Believe it or Not	Walk Like an Egyptian	Roman Britain	Ancient Greece	World War 2
Diversity and Worldviews	Round About Winkfield	Discover New Zealand	Passport to Europe	Passport to South America	The Great British Isles	Our Changing World

## 10. Assessment in Religious Education

Formative assessment	Summative assessment
retrieval quizzes	end-of-unit outcomes
questioning	teacher assessment and professional judgement
vocabulary checks	TrackAble outcomes
observations of discussion and reflection	pupil application tasks
discussion activities	reflective understanding outcomes
interpretation activities	final reflective outcomes





## Assessment Principles in Religious Education

Religious Education assessment at Storyybrook is designed to ensure pupils progressively develop:

- substantive religious knowledge
- religious vocabulary
- reflective and interpretative skills
- understanding of beliefs and worldviews
- the ability to communicate ideas respectfully and thoughtfully

Assessment opportunities may include:

- discussion and oral explanation
- retrieval activities
- reflective responses
- interpretation of stories and symbols
- presentations and collaborative discussion
- evaluation and comparison activities

Assessment supports pupils in moving progressively from:

KS1: identify → respond



LKS2: investigate → explain



UKS2: analyse → justify → evaluate

Within the specialist SEMH context, assessment approaches are adaptive, supportive and designed to allow pupils to demonstrate understanding through verbal, reflective and discussion-based outcomes.





## **11. Religious Education Assurance Statement**

The Storyybrook Religious Education Curriculum provides full National Curriculum coverage whilst ensuring learning remains ambitious, adaptive and meaningful within a specialist SEMH context. Pupils progressively develop substantive religious knowledge, disciplinary understanding and reflective skills through increasingly sophisticated exploration, interpretation and evaluation of beliefs, traditions and worldviews. This prepares pupils to engage thoughtfully with different perspectives, communicate respectfully and become reflective, informed citizens.

