

Religious Education

General Statement of Intent

Pupils can learn more about themselves and their place in the world from their study of the different religions and worldviews. These have influenced the lives of millions of people and heavily influenced the development of different human cultures. The curriculum challenges pupils to question and explore their own and others' understanding of the world.

The curriculum does not seek to urge beliefs upon pupils, nor compromise their own beliefs but rather to deepen their self-understanding and understanding of others. It contributes positively and powerfully to the spiritual, moral, social, and cultural development of all our pupils

We are using the Bucks agreed syllabus for guidance. It is not overly prescriptive and easily adapted to the needs and abilities of our pupils. Pupils at Pebble Brook School have limited knowledge of the wider world and other faiths so the teacher can decide which is the best entry-point to the enquiry for pupils and what they will be learning.

There is a greater emphasis with hands on activities if possible and ethics can combine with PSHE topics in the school. Pupils have low literacy ages so reading and vocabulary has to match pupil levels. We encourage visitors alongside visits to topical places.

Knowledge and Skills

Pupils learn to articulate responses clearly and cogently while respecting the right of others to differ. They will develop skills relevant to various disciplines and wider transferable skills to subjects such as English and PSHE. They learn to observe, listen and question.

Further skills of research, selection, analysis, interpretation, reflection, empathy, discernment, evaluation, synthesis, application, expression and communication are also promoted.

Assessment strategies including external examinations

KS3 & 4 : Progress can be recorded on Earwig on the RE SKILLS framework.

Any additional notes