



The Greetland Academy R.E curriculum recognises the importance of developing our pupils as individuals so they can grow up to be responsible citizens. We aim to ensure that our pupils gain a good understanding of how the beliefs and values of themselves and others are diverse and respected.

At The Greetland Academy the RE curriculum is underpinned by the '*Believing and Belonging*' RE agreed syllabus 2024-2029 produced by SACRE. (*Syllabus written by Pennine Learning Associates Ltd*). The syllabus weaves the two threads of Believing and Belonging together. It aims to develop pupils' understanding of religions/worldviews, exploring their commonality and diversity while also empowering pupils to develop and use critical thinking skills.

It is a legal requirement that all pupils are entitled to religious education. We ensure we allocate the equivalent of an hour a week but organisation of this time is flexible.

The RE curriculum includes the study of Christianity, Islam, Judaism, Sikhism, Hinduism, Buddhism and nonreligious perspectives; we have ensured there is a balance between faiths and beliefs. It is structured around six 'pathways' through which the most important features of RE may be understood. Coherent and sequential learning is built on these pathways and pupils develop substantive knowledge of specific religions/worldviews. Alongside nurturing tolerance, respect, empathy and kindness that can be applied in our school, in our community and in the world beyond.

The Six Pathways: A summary



The syllabus is a spiral curriculum, where key skills, vocabulary and concepts are revisited repeatedly, with increasing complexity. This allows pupils to build upon and extend their prior knowledge and become more proficient in their skills.

We assess progress of pupils against the end of key stage statements in the syllabus. The units of work specify age-related expectations within the key stages.