
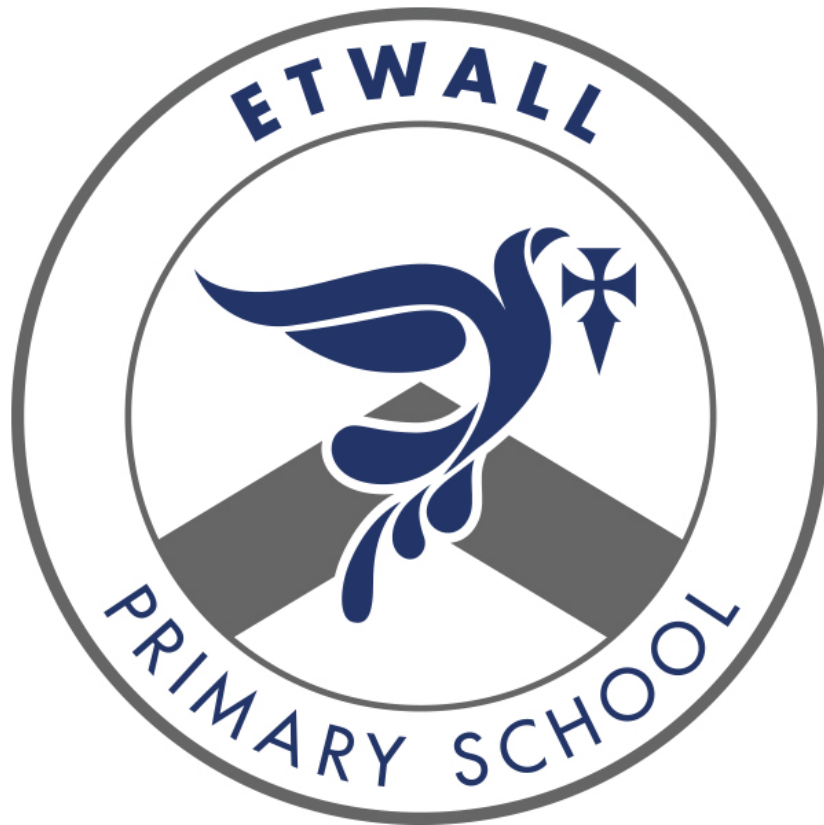


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# RE

## Intent, Implementation and Impact

## **Intent**

We believe that Religious Education enables children to develop a sense of identity and belonging, to flourish individually within their communities and as citizens in a multicultural society and global community. The teaching of Religious Education enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It allows us to promote mutual respect and tolerance (part of the fundamental British values), allowing pupils to develop skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We believe that Religious Education provides rich opportunities for pupils to explore and reflect on fundamental questions concerning the meaning and purpose of life and develop their knowledge of world religions. Our Religious Education curriculum enables children to develop skills and knowledge that can transfer to other areas of the curriculum and can be used to promote spiritual, cultural, moral and social development. Our curriculum develops pupils knowledge and understanding of religious beliefs, practices, languages and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development and experiences.

## **Curriculum Implementation**

RE is taught every half term throughout the year in line with Derbyshire and Derby City Agreed Syllabus for Religious Education 202-2025. This syllabus provides three main aims for pupils – Know about and understand a range of religions and worldviews, express ideas and insights about the nature, significance and impact of religions and worldviews, gain and deploy the skills needed to engage seriously with religions and worldviews.

It is important that RE is delivered within a safe, secure and supportive learning environment where pupils can question and reflect on both their own and others religious beliefs. We foster a reflective approach to learning by encouraging an open and honest enquiry, a growing self-understanding and respecting the rights of others to hold different beliefs. A range of teaching styles will be used including enquiry, exploration, discussion, role play, drama, asking and answering questions. These learning opportunities will be further enriched with the use of assemblies, artefacts, visitors and visits.

## **Impact**

Our curriculum will allow children to develop self confidence of their own religious views whilst having a good understanding and appreciation of others views. This will be further enhanced by links to PSHCE and British Values. Pupils will be able to reflect on what they have learnt in school and transfer this to the wider community. Pupils will gain a broad and balanced understanding of RE, with their knowledge being built on and deepened each year.

## **Skills Progression**

The curriculum is intended to focus on essential core subject knowledge and skills. Our Skills Progression document for RE shows the year group expectations and sets out what will be taught in each year group based on the locally agreed syllabus. Please refer to Appendix 1 for the skills progression for RE.

## Assessment

RE is assessed in a variety of ways and is continuous throughout the planning, teaching and learning cycle. Each child's attainment and progress in RE is formally reported to parents at the end of the school year in the end of year report.

Assessment is supported by the following strategies:

- *Observing children at work, individually, in pairs, in a group and in class during whole class teaching.*
- *Using differentiated, open-ended questions that require children to explain their understanding and how they could improve their own performance or that of their team.*
- *Providing effective verbal feedback.*

## Early Years

In the Early Years Foundation Stage, children explore RE themes and content through the Understanding of the World strand of the EYFS curriculum, especially the strand of People, Culture and Communities. They will learn about religious festivals of different faiths. This involves guiding the children to explore, question and respond to religious stories, celebrations, objects and music through play, talk and experience. They are assessed according to the Development Matters Attainment targets.

## SMSC Development

**Spiritual education** in RE provides experiences and opportunities for children to reflect on and interpret spirituality in their own lives and discuss and reflect upon philosophical questions. **Moral education** in RE provides opportunities for children to learn about moral dilemmas and compare diverse moral values between differing religions. Children begin to understand consequences and investigate moral issues. This can involve studying passages from Holy Scriptures. **Social education** involves the appreciation of diverse viewpoints and participating in the local community. This can involve learning about different faith groups in the community through visitors, workshops and visits to local places of worship, working together with people from different faiths. **Cultural education** involves the study of a multi-cultural society through recognising similarities and differences.

## Diversity

Through RE, children learn about the diversity of the world in which they live - national, regional, religious and ethnic identities; teachers encourage pupils to think about political, spiritual, moral, social and cultural issues, problems and events and to use their imagination and develop empathy to consider other people's experiences.

## Equal Opportunities

At Etwall Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

## Inclusion

All pupils are entitled to access RE at a level appropriate to their needs. Tasks are well adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults, who are deployed effectively, to ensure

that identified children are able to make progress in each curriculum area in order to reach to their full potential.

**Health and Safety**

The curriculum will be delivered in a safe and healthy manner; every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented.