

STATEMENT OF INTENT, IMPLEMENTATION AND IMPACT FOR RELIGIOUS EDUCATION AT HIGH WYCH CE PRIMARY SCHOOL

INTENT

At High Wych CE Primary School, where we are an inclusive community, religious education (R.E.) is a highly valued academic subject that allows understanding of how religion and beliefs affect our lives and those around the world. At the heart of R.E. in church schools is the teaching of Christianity and pupils also learn about other faiths and world views. Our R.E. curriculum follows a combination of the 'Emmanuel Project' scheme of work and the Hertfordshire Agreed Syllabus for R.E. Children are taught to develop religious literacy by studying the theological (believing), philosophical (thinking) and social (living) aspects of R.E. They are encouraged to develop resilience in their thinking; to listen, to question and to form balanced and informed conversations as they progress through their learning. It is a time to stop and reflect on the 'Big Questions' that we face in our world and for the children to develop their sense of awe, curiosity and wonder. Children are given hands on experience of theological and social aspects of R.E. in different world faiths through various trips to places of worship and through listening to guest speakers.

The intent for our R.E. curriculum is shaped by our vision and values. Therefore, we strive for children to build a firm foundation so that they develop into well informed and compassionate adults: **"Everyone who hears these words of mine and puts them into practice is like a man who built his house upon a rock." Matthew 7-24.**

Through our Religious Education curriculum we aim:

- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to inspire creative learning through engaging teaching practise that build on prior R.E. learning and allow for repetition and progression of skills that build upon high starting points.
- to provide opportunities for learners to have meaningful conversations and to develop critical responses by studying key sources, reliability and how ideas develop over time and how people interpret them differently.
- to engage pupils into enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development and to develop a sense of awe and wonder.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own and develop compassion for others.
- to build a safe environment and to ensure that all beliefs and viewpoints are valued so that the learner develops confidence and a firm foundation in their learning.

IMPLEMENTATION

We follow a combination of the Hertfordshire Agreed Syllabus and the 'Emmanuel Project' scheme of work. This enables children to gain an in-depth study of key Christian concepts (following the engage, enquire, explore and evaluate/express approach) whilst learning about different world faiths. At our school, it has been agreed that taking into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Buddhism
- Hinduism

In Early Years foundation Stage, the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures.

R.E. is generally taught on a weekly basis, but is sometimes taught as a whole school R.E. day (often with cross curricular links) or class trip to develop religious literacy. Lessons are engaging and interactive with progression built into each topic. Learners get the opportunity to visit places of worship, or speak to a guest visitor, to gain a practical experience of religious literacy in all six main world faiths throughout KS2.

Assessment is carried out on an ongoing basis through a variety of means. Learners complete a self-assessment grid at the beginning of the unit, and then reflect on their learning at the end of unit. They then complete their self-assessment grid once again to review their progress. Learners also complete 'Low Stakes' quizzes at the beginning and of end of lessons, as well as an end of unit 'Quick Quizz'. Learners' progress is based on the expected outcomes outlined in the Agreed Syllabus and in the 'Emmanuel Project', which in turn have been developed in line with guidance nationally.

IMPACT

- Learners will enjoy the R.E. curriculum which promotes confidence, achievement, resilience, creativity and curiosity.
- Learners will learn from different religions, beliefs, traditions and values while exploring questions of meaning, and their own beliefs, to develop religious literacy.

- Learners consider challenging questions of the meaning and purpose of life, beliefs about God, issues of right and wrong and human responsibility.
- Learners take part in opportunities for personal reflection, critical response and spiritual development.
- Learners would have gained a 'hands on', practical experience of social and theological R.E. and see how diverse communities live in harmony.
- Learners can hold a balanced and well informed conversation and therefore develop into free thinking, critically aware and compassionate adults.
- Children feel safe to learn new things and share their beliefs with others in an accepting environment.