

Curriculum Intent Statement: Religious Education

Religious Education - Intent, Implementation & Impact

What is the Intent of our Religious Education curriculum?

At St. Botolph's CE Primary School, it is our intent that children grow up enjoying religious education and understand the importance of learning about other religions and beliefs so that we can live in a multicultural society in harmony. Our children will explore the relationship between religious perspectives and experiences and their own beliefs, attitudes and behaviour. Sound religious knowledge and consistently high Quality First Teaching is key to delivering a quality broad religious education curriculum that is fully inclusive to each child.

We aim to help children to explore and experience religion through educational visits, fieldwork and visitors to enable them to develop their knowledge and understanding of religious beliefs and practices. It is our aim to ensure that children understand and respect how religious beliefs and values affect ways of living. Children will develop an increasing reflective and caring approach to life and they will gain an awareness of the spiritual dimension. They will have the time to discuss key ideas, share views and opinions and also ask questions to further their knowledge and understanding of the practices they are learning about.

We want them to become confident in expressing their own views and be able to reason, justify and explain. They are given the support, skills and encouragement in order to enable them to enjoy a greater depth in learning. We also encourage them to develop inquisitive minds and self-belief so they want to push themselves to learn more.

How is our Religious Education curriculum being Implemented?

Planning & Organisation

We teach RE using the Leicestershire Agreed Syllabus with extra units from the scheme 'Understanding Christianity' across all of our Key Stages. These resources support staff to develop a programme of religious education for our school. The units of work fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as children move through the school. These are explored through key questions, however, and so are not applied exclusively - links and connections are made between concepts during the units. The resources indicate the kind of knowledge and understanding the children are expected to begin to learn through their RE activities. The intention is that the children will focus on developing a deeper understanding of fewer concepts rather than trying to go too broad too young.

However, we are always keen to learn more in order to ensure that our curriculum is the best it can be for our children. Our coordinators go on regular training courses organised by Leicester Diocesan Board of Education and attend termly NATRE Network meetings to

further their own subject knowledge. This also ensures they remain up to date with current RE educational affairs. This is then passed down to those staff who also teach the subject.

Long-term planning	National Curriculum - Religious Education Understanding Christianity Leicestershire Agreed Syllabus Whole School Trips, fieldwork and visitors plan Yearly Faith Week themes
Medium-term planning	Key stage teams work together to ensure all skills/knowledge is covered when developing their plans based on the unit of that half term or term.
Short-term planning	Religious education planning is created in teams, the lessons are planned and ordered to ensure a full coverage of subject knowledge, whilst allowing children opportunities to revisit and develop their skills and knowledge.

Teachers plan in Key Stages to ensure a consistency of approach. They also use key religious vocabulary and terminology so children understand how important comprehension is to their understanding of a question. Trips, fieldwork and visitors are also planned to enhance the learning experience.

Presently, Foundation Stage and Key Stage One are taught in separate year groups. Lower Key Stage Two are taught in mixed year classes with Upper Key Stage two also being taught in single year group groups. The higher year groups will work more independently on their skills and develop their knowledge to a greater depth. The lower year group will work with more scaffolding from the teacher. In classrooms, you will see children who are focussed on their learning. Discussion and collaboration is encouraged alongside independence and resilience. We like our Religious education lessons to be engaging and enjoyable. Children are given opportunities to repeat and reinforce learning and follow lines of enquiry.

How do we know what Impact our Religious Education curriculum is having on pupils' religious knowledge?

The FS and KS1 and KS2 Subject Leader and teachers regularly assess the impact of our Religious Education curriculum on our pupils in terms of their religious knowledge, engagement, progress and attainment in different ways as stated including:

- ❖ Pupil/teacher 1:1 meetings - Which areas of the curriculum do they enjoy?
- ❖ Coordinators and teachers assess children at the end of each unit and then coordinators analyse data based on where the teacher has placed each child. They can identify specific areas to target to build on religious education knowledge and to ensure any gaps are filled.

- ❖ Monitoring and evaluation of pupils' work, planning, observation of lessons and pupil voice.

The impact of our religious education curriculum is that children understand the relevance of learning about other cultures and religions in the world we live in. We must consider our views about religion and be able to discuss this but also understand that others may not share our views, understanding that both of us may be correct, but that we have the right to hold our beliefs. We must learn the key beliefs of the major world religions but also other belief systems that are part of our world enabling us to treat people who follow these religions or belief systems with respect because we know why they are living their life in the way they are. Teachers build good relationships with children during Religious Education sessions so they know when a child is progressing well, feeling confident and when they need help. We encourage an environment where questions are welcomed and it is okay to check and to take a risk. Effort is rewarded and any misconceptions are seen as a good way to review learning.

We support children to strive to be the best citizens they can be, ensuring that they are accepting of others.

Children are willing to share their ideas, listen to others and learn the knowledge they need to help them to understand the world. Children are developing skills in being articulate and are able to verbally, pictorially and in written form justify and quantify their views and opinions.

Who else supports the pupils so they can excel and enjoy Religious Education?

Working together - Support from Stakeholders

Pupil Voice - Teachers have the opportunity to speak to individual pupils on a one-to one basis yearly. They discuss areas of strength and challenge, setting targets to work on.

Parental support - We work with parents to keep them informed of how they can support their child at home and how well their child is doing. Parent/teacher meetings are held twice a year and reports are sent out during the summer term.

We also have an 'Open Door' policy and welcome parents in when they have any issues or want to talk to us about any concerns they have.

Governor Support - Our Religious Education governor meets regularly with the subject leaders to discuss R.E. Monitoring visits are made and data is shared and discussed. Challenging questions are asked of subject leaders and reports are written. Our Religious Education governor supports us in many other ways such as welcoming us into the church to learn more about it as a place of worship for Christian people and regularly leading Act of Worship for us.

Trust support - We work with other Religious Education subject leaders and teachers to moderate work, share ideas and resources, develop policies and share training and inset needs.