

Intent, Implementation and Impact Statement for Religious Education

Curriculum Intent

The principal aim of Religious Education is “To explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.” (SACRE pg6)

Our curriculum for R.E. aims to ensure that all pupils can:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed, and interpreted in different ways, developing skills of interpretation.

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- Examine and explain how and why people express their beliefs in diverse ways.
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

At Highers Heath Community School, we aim to celebrate the rich, culturally diverse society that we live in today. Therefore, Religious Education plays a significant role in developing the spiritual, moral, social, and cultural awareness of our pupils. It promotes respect and open-mindedness towards those with different faiths and beliefs; whilst encouraging pupils to develop their own sense of

identity and belonging through self-awareness and reflection. Our RE syllabus aims to engage pupils to develop an understanding and appreciation for different world beliefs and cultural practices, whilst discussing their influence on our local community.

Curriculum Implementation

Religious Education is viewed as an important curriculum subject. It is the intention of Highters Heath Community School that Religious Education enables children to investigate and reflect on what it means to have faith, whilst developing knowledge and understanding of major world faiths. We aim to provide children with an opportunity to learn about other religions, as well as learning from their own religions.

Religious Education is taught in half termly blocks. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

Pupils' progress in RE is based on the expected outcomes outlined in the agreed syllabus. Whilst tracking individual pupil's progress, we bear in mind that the pupil's personal views and ideas are not subject to formal assessment but are central to good RE teaching. Progress in RE is reported annually to parents in the end of year report.

Experiences and enrichment opportunities at Highters Heath Community School.

We aim to provide children with opportunities to:

- Handle artefacts.
- Explore sacred texts.
- Use imaginative play or drama to express feelings and ideas.
- Respond to images, games, stories, art, music, and dance.
- Make visits to religious places of worship where possible, and where not, making use of videos and the Internet.
- Use ICT to further explore religion and belief globally.
- Compare religions and worldviews through discussion.
- Debate and communicate religious beliefs, worldviews and philosophical ideas, answering and asking questions posed by these.

RE in the Early Years Foundation Stage

Children are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

In the EYFS, children will be taught to:

- Talk about religious stories, including the stories behind Christmas and Easter.
- Recognise some religious beliefs or teachings.
- Name and recognise some religious symbols.
- Recognise some religious artefacts (e.g. Christmas cards, Easter eggs and hot cross buns).
- Recognise their own experiences and feelings in religious celebrations.
- Recognise there are similarities and differences between theirs and other's lives.
- Identify what they find interesting about religious events.

- Say what matters to them and to talk about how to care for others.

RE in Key Stage One

During this key stage, pupils are taught the knowledge, skills and understanding through religion. They are introduced to some principle religions and can reflect on prior learning as they progress through the units.

In Year One, children will study Christianity and Sikhism. In Year Two, children will study Christianity, Islam and Sikhism.

By the end of Key Stage One, children will be able to:

- Identify some core beliefs and concepts studied and give a simple description of what they mean.
- Give examples of how stories show what people believe (e.g. the meaning behind a festival).
- Give clear, simple accounts of what stories and other texts mean to believers.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- Give examples of ways in which believers put their beliefs into practice.
- Think, talk and ask questions about the ideas they have been studying.
- Give a good reason for the views they have and the connections they make.

RE in Key Stage Two

During this key stage, children are taught the knowledge, skills and understanding through deeper enquiry into some the world's major religions.

In Year Three, children will study Judaism, Christianity and Hinduism. In Year Four, children will study Christianity, Humanism, Islam, and Sikhism. In Year Five, children will study Christianity, Hinduism, Judaism, and Islam. In Year Six, children will study Christianity, Islam, Hinduism, and a range of non-religious beliefs.

By the end of Key Stage Two, children will be able to:

- Identify and explain the core beliefs and concepts studied, using examples from texts in religions.
- Describe examples of ways in which people use texts to make sense of core beliefs and concepts.
- Give meanings for texts, comparing these ideas with some ways in which believers interpret texts.
- Make clear connections between what people believe and how they live, individually and in communities.
- Use evidence and examples to show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures.
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including own responses, recognising that others may think differently.
- Consider and weigh up how ideas studied in units relate to their own experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

Curriculum Impact

Following the delivery of our Religious Education curriculum, our children will show:

- A good level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence: the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- High levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religion and beliefs.

We monitor the impact of our RE provision through regularly seeking pupil voice, termly pupil assessments, lesson observations, and monitoring of RE books and planning.