

## RE Curriculum Intent, Implementation and Impact

At the Holme C of E Primary School, we believe that Religious Education is central to providing the pupils with the knowledge, values and skills that they will need in order to participate as individuals in their community life and also to understand the world better as global citizens. Our RE lessons encourage our pupils to develop a strong sense of who they are and what they believe, enabling them to express viewpoints thoughtfully and respectfully. The RE curriculum is intrinsic in helping them to understand and live out our school values of love, courage and wisdom and we constantly reflect upon how these values are shown by the religions that we study. As a Church of England school, we dig deep into Christianity and we aim to ensure that children understand the impact of Christianity on western society as a whole and how it provides a rhythm to our calendar through the festivals that we celebrate. RE is unique as a subject as it really gives us the opportunity to examine difference and appreciate everyone's beliefs and views. We ensure that our children leave with a good understanding of other world religions; Judaism, Islam, Hinduism, Buddhism and Sikhism.

This is underpinned by:

- **High expectations** - All children are expected to succeed and make progress from their starting points. We expect all pupils to become confident and articulate thinkers and we don't shy away from difficult concepts like the Trinity. Instead we expect pupils to think deeply and wrestle with these ideas in a supportive environment.
- **Modelling** - Teachers teach the skills needed to succeed in RE providing examples of good practice and metacognition and model sharing opinions, excellent listening skills and effective group work.
- **Vocabulary rich lessons** - We intend to create a vocabulary rich environment, where talk for RE is a key learning tool for all pupils.
- **Making connections** – Our pupils will perceive connections between religions across the world and be able to draw comparisons.
- **Reflection and evaluation** – Our pupils will learn the skills of reflection and evaluation developing their wisdom.
- **Creative expression** – pupils will have the opportunity to express their learning in a variety of creative ways including art, music, drama and writing.

### Implementation

- As a whole school from Year R to Year 6 we follow the Guildford Diocese Guidelines for RE. These are currently being revised by the diocese and a new long term plan will be rolled out in September 2023. These units are inquiry-based around a Big Question.
- Our current Year R are trialling the new planning which means that they will progress to Year 1 ready for the new curriculum. This is designed to be used in a continuous provision setting, giving pupils the opportunity to explore foundational concepts through play and investigation.
- We have picked a few units from Understanding Christianity, a comprehensive resource provided by the Church of England, which tie-in closely with our topic-based curriculum.

- We supplement this core teaching through occasional Pause Days. These are whole school opportunities to stop for a day and deepen our understanding of key Christian festivals. These happen twice a year and we choose from Harvest, Christmas, Easter and Pentecost to ensure that all our children leave with a good understanding of the reasons for these festivals and how Christians, from a variety of denominations and countries around the world, might celebrate them.
- We support children's learning by organising virtual and real trips and welcoming visitors of all faiths to bring these religions to life. We believe that hearing personal testimony from all faiths enables our children to evaluate and formulate their own as they grow.
- Assessment – all pupils are assessed at the end of each unit of work using the assessment grids provided with the planning document from the diocese. This enables teachers to keep track of pupils through formative assessment and focusses teachers on the key skills for each unit. Each term, teachers are asked to plot their pupils on a class assessment windscreen and to enter their summative assessment on our online tracker. Staff moderate pupils' work together to validate judgements.
- Continuous Professional Development (CPD) - our RE leads attend regular RE subject leader meetings hosted by Guildford Diocese and are currently taking on extra training to allow for the implementation of the new curriculum in September 2023. These key messages are rolled out to Teachers and TA's through INSET and staff meetings. In Spring 2023, all staff will receive training from the Diocese on the new curriculum.

### Impact

We will monitor and know we are successful through:

- Outcomes - At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD).
- Evidence in skills - Pupils use acquired vocabulary in RE lessons. They develop skills in RE that enable them to share opinions, think deeply, formulate answers and make connections. Children show a high level of pride in the presentation and understanding of their work. Teachers plan a range of opportunities to explore RE inside and outside school.
- Pupils make connections between Christianity as taught in RE and the collective worship experienced in school. Pupils show knowledge and understanding of key Bible stories and can retell them with accuracy. They can reflect on these stories and apply the messages to their own lives.
- Courageous Advocacy - As their understanding of other world faiths and cultures grows, we will see our children to become courageous advocates for those less fortunate than themselves. This confidence to speak up about situations and issues will be seen in our pupil leadership forums (School, Eco and Worship Councils) and in class discussions.
- Pupil Voice - Through discussion and feedback, children talk enthusiastically about their RE lessons and speak about how they love learning about world religions.

