

Religious Education Intent statement

Intent: Introduction, Vision and Philosophy

The purpose of this document is to clarify the how, why, and what of Religious Education teaching at Weston Schools Federation. This is to be used by staff to clarify expectations and to ensure that a high-quality R.E curriculum is being taught to all.

When studying RE, you need:

- To discuss – debate and converse about issues that relate to different religions and cultures.
- To be critical – able to identify problems, discrepancies and contradictions relating to people’s faiths.
- To enquire– able to question and ask for justifications.
- To be inquisitive – want to know why, and how things work.
- To be appreciative – able to respect other people’s faiths and cultures.

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people form a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions.

We want all children to be inspired to look at their own faith and share their traditions as well as explore their peers’. Children are taught to understand and respect the beliefs of others. We also want them to learn about the world’s major religions and cultures through tales and facts.

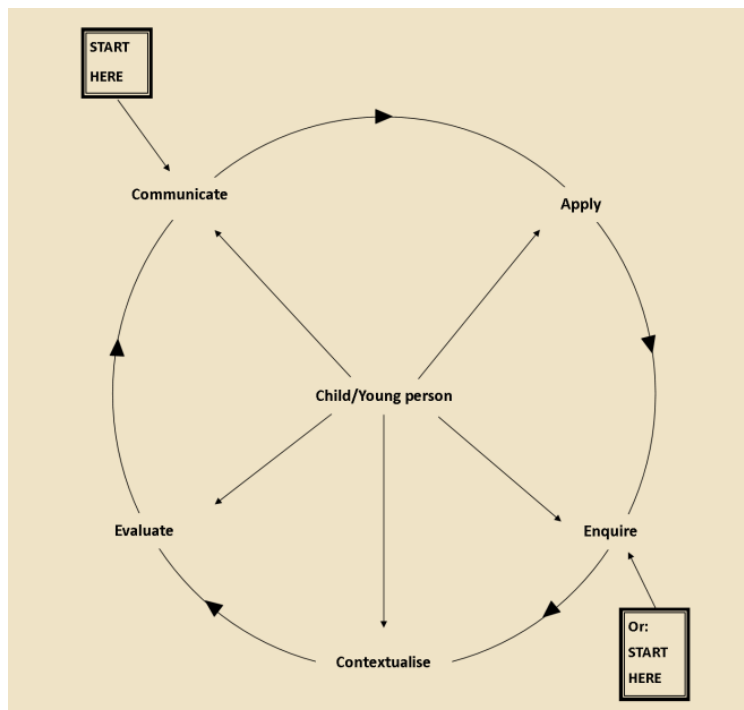
Implementation: What does RE looks like at Weston Schools Federation?

The principle aim of the RE curriculum is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can

develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Our RE curriculum is underpinned by the National Curriculum Requirements and the Hampshire RE agreed syllabus, 'Living Difference III'. This is the legal document to be followed for the teaching of religious education in Hampshire, Portsmouth, Southampton and Isle of Wight schools. All programmes of study are fully covered. Our curriculum is organised around subjects and, where feasible, relevant and efficient, subjects are integrated to make meaningful connections, whilst maintaining the integrity of each subject discipline.

Our RE curriculum is enquiry lead following the process of Communicate, Apply, Enquire, Contextualise and Evaluate.



The process for a cycle of enquiry.
Taken from 'Living difference III'

Early Years

EYFS WIDER CURRICULUM – SKILLS PROGRESSION

AoL/Aspect	30-50 months	40-60 months	ELG	ELG exceeding	Year 1/ KS1
Understanding the World: People and Communities Links to NC: SMSC PSHE RE History	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own lives. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. 	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	

What does RE look like at Weston Schools Federation?

Children in Key Stage 1 will continue to explore and reflect on their own way of life and feelings about this and also continue developing an understanding of religious and non-religious ways of living. They should continue to be encouraged to ask questions and recognise that different people may respond in different ways to their questions.

Children should be encouraged to explore and share their own experiences of the concepts studied. In this way they will begin to attend to other people's experiences of concepts found in religious and non-religious ways of life.

At this key stage the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts common to all people (A concept), where children will engage within their own experience. These concepts are also evident in religious ways of life, for example happy, sad remembering and thanking. Towards the end of the key stage children should begin to explore concepts that are shared across many faith

narratives. of the key stage children should begin to explore concepts that are shared across many faith narratives.

	End of Year 4	End of Year 6
Communicate	Children can describe their own responses to the human experience of the concepts studied.	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
Contextualise	They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate	They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.	They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

Impact: Evidence and Assessment

The impact of the curriculum is measured in standards achieved, progress made and personal qualities acquired. The impact of our curriculum is seen in:

- High standards: consistently performing at above national and Southampton averages.
- Progress which build incrementally year-on-year at a pace and momentum appropriate to the learner.
- Quality experiences which are memorable, worthwhile and challenging.
- Teaching which is rigorous, personalised, innovative and learning-centred.
- Learners that are resilient, questioning, resourceful, self-sufficient.
- Self-aware learners, with well-formed characters, who have a thirst for learning and see it as a route to maximising their life's chances.
- Individuals who value and respect one another and demonstrate the TERRIFIC values in action.

The curriculum is regularly reviewed, developed, monitored and evaluated by the Head Teacher, School Leadership and external advisers and governors, leading to improvements and innovation. Subject leaders take responsibility for ensuring coverage, progression and standards through long and medium-term planning, promoting the subject and developing the teaching methodology and securing high quality resources. They regularly monitor and evaluate learning, teaching and the curriculum. Planning is detailed, regular and collaborative and prepares teachers so they provide a coherent, personalised learning experience. Assessment is both formative and summative and progress and attainment are regularly tracked.