



RELIGIOUS EDUCATION

Intent, Implementation and Impact Statement



INTENT

This document outlines how our whole school curriculum intent is matched through the teaching and learning of RE.

At St. Andrew's CEVA Primary School, our intent and ambition is that our curriculum is designed to meet the requirements of the National Curriculum Framework document 2013, the Understanding Christianity and Peterborough diocese syllabus. This enables our children to progress well in all year groups and increasingly attain at least age-related expectations combined in Reading, Writing and Mathematics by the end of Year 6. At St Andrew's CEVA Primary School, we believe that it is important for all our pupils to learn from and about religion and non-religious viewpoints, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. It plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

Through RE, our I-ASPIRE values can be covered and supported through:

Independence- To independently engage in 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.

Ambition- Take risks, to have raised ambitions of what they can do and achieve throughout their academic and personal lives. Children will be given opportunities to explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

Self-control- Children show self-control when discussing their own and other's views of religious truth and belief and when they reflect on morality and how people respond to decisions they are faced with.

Perseverance - Building resilience and not giving up. Through RE, other subjects will be enhanced as pupils develop techniques and skills to support them in facing challenges when dealing with opposing views and other religions that they have less knowledge about. There will be opportunities for children to be reflective about what has been successful and what needs further development.

Integrity - Doing the right thing when no-one is watching. Showing respect and understanding to those of all faiths as well as non-religious views when discussing out of the classroom situation and not closely supervised by adults.

Responsibility - Being a model citizen, contributing and understanding all actions have consequences. Working collaboratively, the children will have the opportunities to reflect upon their actions and those of others. Through RE, children will be taught about respect for the self and others, including their beliefs, and the importance of responsible behaviours and actions.

Empathy- Understanding the views and beliefs of others. Through, P4C and PSHE sessions children will have opportunities to reflect on spiritual, moral, social and cultural issues to gain an understanding of other people's experiences. To prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society encouraging empathy, generosity and compassion.

IMPLEMENTATION

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), St Andrew's CEVA Primary RE teaching has the following three strands running through it:

- ◆ **Substantive knowledge (conceptual and worldview)**
- ◆ **Disciplinary knowledge.**
- ◆ **Personal knowledge.**

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses. Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences.

The Diocese of Peterborough syllabus and Understanding Christianity follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

Children begin to develop their awareness of religion and worldviews in Key stage 1, focusing on conceptual knowledge through the study of a range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Each unit includes 'big questions' allowing children to apply the breadth and depth of their learning across various concepts.

Some examples of the 'big questions' are:

Being Special: Where do we belong?

How should we care for the world and how does it matter?

What makes some places sacred to believers?

What are the deeper meanings of festivals?

How and why do people show their commitments during the journey of life?

Why do some people believe in God and some people not?

How do religions help people live through good times and bad times?

IMPACT

The impact of St Andrew's RE curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

Pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way. They will be enquiring learners who ask questions and make connections. They will be confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

The expected impact of following the St Andrew's CEVA curriculum is that children will:

- ♦ Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- ♦ Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- ♦ Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- ♦ Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- ♦ Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- ♦ Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- ♦ Talk about the similarities and differences between their own and others beliefs with respect and open mindedness.
- ♦ Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- ♦ Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.