



## Intent, Implementation and Impact in RE at Rothersthorpe CE Primary School



*Everyone is valued as an Individual - Love your Neighbour, as yourself – Mark 12:31*

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p><b><u>Intent</u></b></p> <p>We are a Church of England Primary School within a small rural village location. Our ethos is that ‘Everyone is valued as an individual’- Love your neighbour as yourself’, Mark 12:31. Our ethos and Christian vision underpins everything we do at Rothersthorpe, providing the framework for all of our aims and actions.</p> <p>RE has an important contribution to make towards our vision by providing a caring environment where children feel secure and able to express their views and beliefs. They are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others. Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community.</p> <p>At Rothersthorpe C of E Primary, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils</p>	<p><b><u>Implementation</u></b></p> <p>We use the agreed Peterborough Religious Education syllabus and the resource ‘Understanding Christianity’ as the basis for our curriculum following a two-year rolling programme. Our local church leaders regularly visit and link their collective worship with our values.</p> <p>It has been written in the light of the Agreed Syllabus and the Understanding Christianity document. The children in Early Years Foundation Stage (EYFS) work towards their Early Learning Goals in line with EYFS curriculum. Learning is organised to promote social skills and the development of language and understanding. Understanding is developed through stories, songs, games and imaginative play. RE will be based around termly themes in Key Stage One, where Christianity and Judaism will be the major religions studied. At Key Stage Two pupils will learn about Christianity throughout the key stage, and will also have major learning opportunities with regard to Islam, the Hindu, Sikh, and Buddhist and Humanist traditions.</p> <p>No teacher can be an instant expert in six religions. Staff who feel the need to build up their own subject</p>	<p><b><u>Impact</u></b></p> <p>Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:</p> <p>Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:</p> <ul style="list-style-type: none"> <li>• give a theologically informed and thoughtful account of Christianity as a living and diverse faith;</li> <li>• show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning;</li> <li>• engage in meaningful and informed dialogue with those of other faiths and none; reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.</li> </ul>

<p>to ask questions about the world and to reflect on their own beliefs, values and experiences.</p> <p>Within the framework of the law and the Agreed Syllabus, our aims in RE are for pupils to:</p> <ul style="list-style-type: none"> <li>• Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;</li> <li>• Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global;</li> <li>• Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom;</li> <li>• Enhance each individual’s spiritual, moral, social and cultural development by: <ul style="list-style-type: none"> <li>a. developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;</li> <li>b. responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;</li> <li>c. reflecting on their own beliefs, values and experiences in the light of their study;</li> <li>d. developing positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.</li> </ul> </li> </ul>	<p>knowledge can use the “Beginner’s Guide to Religions” in the Agreed Syllabus Support Materials. Further materials are available from the RE Subject Leader.</p> <p>At Rothersthorpe C of E Primary School we make RE an enjoyable learning experience; we offer challenging and effective RE to pupils, encouraging them to use higher order thinking skills that will impact on all their learning. We recognise that effective teaching and learning starts with a key question. Planned progression built into the RE curriculum means that the children are increasingly challenged as they move through the school.</p> <p>Progress in RE can be characterised by:</p> <ul style="list-style-type: none"> <li>• Acquiring wider and more detailed knowledge of religious beliefs and practices; Deepening understanding of the meaning of stories, symbols, events and practices;</li> <li>• More fluent and competent use of religious language and terminology; and increased levels in skills of responding to questions of identity, meaning, purpose, values and commitment.</li> <li>• Good RE always includes engagement, reflection, response and evaluation (personal and critical).</li> </ul> <p><b>Teaching and Learning</b></p> <p>Research suggests that the range of teaching and learning strategies in use in RE is often too narrow, in the over-use of stories and a limited range of drawing and written tasks. Our policy is to aim to ensure that</p>	
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a variety of teaching and learning styles are adopted by teachers in Religious Education to allow access by all pupils. The variety enables pupils to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research. Examples of active learning strategies and activities which we use are:

- Dramatic conventions;
- Group work;
- Individual reflection;
- Use of music and art;
- Artefact handling;
- Multi-sensory approaches;
- Visits and visitors;
- Use of ICT;
- Use of photos, posters, DVDs.

**Time Allocation**

In order to deliver the aims and expected standards of the syllabus, we allocate discrete curriculum time for RE based upon the law and the Statement of Entitlement from the Church of England Education Office Schools at least 60 minutes per week for Key Stage 1 and Key Stage 2. All children take part in Collective Worship daily. The community takes part in celebrations in our local church, St Peter and St. Paul's Church in Rothersthorpe.