

RE Intent

What RE looks like in our school:

Through our RE teaching we aim to ensure opportunities for enjoyment and exploration, delivering excellence in this curriculum area. RE contributes significantly to our children's spiritual, moral, social and cultural development, offering important opportunities for exploring British values as well as links to how we cherish our precious environment.

We encourage open and enquiring RE that is suitable for those who have a religious faith of their own, as well as those who have no religious background.

Our curriculum intent is guided by the following Purpose of Religious Education Statements:

- ▷ Religious education contributes dynamically to children's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- ▷ In RE pupils learn about religions and beliefs in local, national, and global contexts, to discover, explore and consider different answers to these questions.
- ▷ Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- ▷ Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- ▷ RE should develop in pupils an aptitude for dialogue so that they can participate positively in society, with its diverse religions and beliefs.
- ▷ Pupils should gain and deploy the skills to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to disagree.

In addition, the threefold aim of our RE Curriculum elaborates on the principal aim above. Through teaching our RE curriculum we will ensure that all children:

- ▷ Make sense of a range of religious beliefs;
- ▷ Understand the impact and significance of religious and non religious beliefs;
- ▷ Make connections between religious and non religious beliefs, concepts, practices and ideas.
- ▷ Teaching and learning in the classroom will encompass all three of these aims, allowing for overlap between these aims as suits the religion, concept and question being explored

By the end of Year R pupils will:

- ▷ Children will be introduced to Christianity and other faiths as part of their growing sense of self, their own community and their place in it.
- ▷ Children will encounter both religious and non religious ways of living through special books, times, places and objects and by visiting places of worship.

By the end of KS1 pupils will:

- ▷ Identify 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 whether the ideas they have been studying, have something to say to them.
- ▷ Give a good reason for the views they have and the connections they make.



RE Intent (Continued)



By the end of LKS2 pupils will:

- ▷ Identify and describe the core beliefs and concepts studied.
- ▷ Make clear links between texts/sources of authority and the key concepts studied .
- ▷ Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.
- ▷ Make simple links between stories, teachings and concepts studied and how people live, individually and in communities .
- ▷ Describe how people show their beliefs in how they worship and in the way they live .
- ▷ Identify some differences in how people put their beliefs into practice.
- ▷ Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
- ▷ Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.
- ▷ Give a good reason for the views they have and the connections they make.

By the end of UKS2, children should be able to:

- ▷ Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.
- ▷ Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.
- ▷ Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.
- ▷ Make clear connections between what people believe and how they live, individually and in communities.
- ▷ Using evidence and examples, 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).



RE Implementation



How RE is taught in our school:

- ▷ At Orleton, we follow the Herefordshire Agreed RE Syllabus (2020–2025) which has been created by Herefordshire SACRE and approved by Herefordshire Council.
- ▷ The latest Herefordshire Agreed RE Syllabus maintains the required study of both religious and non-religious worldviews as well as encouraging our children to explore their own worldview.
- ▷ Plural RE, which conveys equal respect to different religions and non-religious worldviews, is a legal entitlement for all our pupils.
- ▷ RE is taught as a separate subject. Although RE often features as part of our Collective Worship time, this is not included in the number of taught hours per class.

How do teaching staff ensure a high-quality experience in RE?

- ▷ Plan lessons using the Herefordshire Agreed RE Syllabus, its accompanying resources, Curriculum Progression Grids and Knowledge maps to ensure full breadth and depth of coverage of the syllabus.
- ▷ Ensure learning takes place in a respectful, safe and tolerant environment, where discussions can be challenging and thought provoking; we aim for our lessons to be as practical and engaging as possible, providing a safe place for children to share their own beliefs, viewpoints and ideas.
- ▷ Teach classes how to debate with respect, to listen carefully to others and to challenge differing views in a diplomatic way.
- ▷ Create a learning environment that stimulates children's interest in the religion studied, using artefacts, books, photographs and sources
- ▷ Plan visits and trips, where possible, to inspire children's imaginations and connection to their learning.
- ▷ Develop opportunities for representatives of a wide range of faith communities to come into the classroom to share their beliefs with our children.
- ▷ Develop a close relationship with our local vicar inviting him/her to regularly take part in RE lessons.
- ▷ Conduct biannual reviews of our RE curriculum to include lesson observations, big book reviews, questionnaires on CPD requirements and knowledge plus staff and pupil interviews. These will be completed by the RE co-ordinator.

How do we support children and ensure they can access the syllabus?

- ▷ Teachers use our assessment grids before they start a new topic to identify pupils' previous competence in the subject / syllabus area. For those pupils requiring support the assessment grids will give a clear indication of why they had not previously met the expected standard and this will allow their current class teacher to provide appropriate support.
- ▷ Work may be differentiated to allow children to meet the learning objective. This could take the form of additional adult support, the use of supportive additional resources, peer support or the differentiation by outcome.
- ▷ We use live teacher-assessment and self-assessment to quickly identify those who may need more help in specific areas.
- ▷ For pupils with specific SEN or EAL needs a variety of approaches maybe used including: pre-teaching of specific vocabulary, seating children alongside role-models, providing visual practical prompts, adult support and adaptation of activities to ensure engagement

How we provide challenge?

- ▷ Teachers use our assessment grids before they start a new topic to identify pupils' previous competence in the subject / area. For those pupils exceeding the expected level the assessment grids will give a clear indication of why exceeded the expected standard and this will allow their current class teacher to provide challenge.
- ▷ Work maybe differentiated to allow children to go beyond the year group's objective. This could take the form of additional independent work, the use of resources, peer mentoring or the differentiation of the work to be completed.
- ▷ We use live teacher-assessment and self-assessment to quickly identify those who may need more challenge in specific areas.



RE Impact



This is what you might see:

- ▷ Happy, engaged and self-motivated learners
- ▷ Children who can work independently or work successfully in pairs and small groups
- ▷ Children posing questions for research
- ▷ Children discussing, interpreting and reflecting upon their learning
- ▷ Children making comparisons between religions
- ▷ Children exploring and handling artefacts
- ▷ Children recalling religious stories and discussing their meaning and impact
- ▷ Children exploring different sources to help them learn about different religions
- ▷ RE trips and visitors coming into school to provide children with an insight into a particular religion or festival
- ▷ A 'hook' to inspire and capture the children's imagination

How do we know that children are making progress in RE?

- ▷ Teachers assess progress using our Assessment Grids and the Syllabus Unit Outcomes, recording who has achieved each key area, those who have exceeded it and those who are working towards it.
- ▷ For those exceeding the objective and those working below the expected level evidence will be provided in support of the teacher judgements.
- ▷ Feedback from adults and peers.
- ▷ RE books will record the key learning for each child through the use of photographs, pieces of class work and explanation of lessons / learning strategies undertaken
- ▷ Subject leaders monitor the coverage and progression of pupils within their subject on a biannual basis.
- ▷ Regular benchmarking/ moderation with other schools who have achieved well in their SIAMs/ Ofsted inspections.

How do measure the impact of our RE provision?

- ▷ Inquisitive, reflective learners who know more, understand more and remember more.
- ▷ Positive feedback from children on their RE lessons.
- ▷ Children who are able to weigh up evidence and form an opinion about events/ beliefs.
- ▷ Children who are prepared to share what they have learned in a variety of ways.
- ▷ Children who are able to challenge another's opinion in a respectful and assertive way.
- ▷ Children who show respect and tolerance for others who have a different belief system to their own.
- ▷ Children who have an insight into a number of different religions that have shaped the UK and the wider world