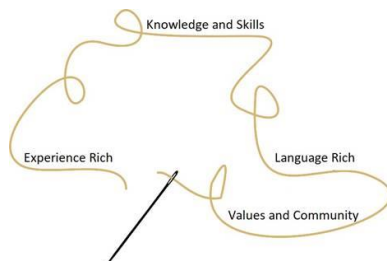




RE Intent, Implementation & Impact Statement

At Gorse Hill School, we believe in the unlimited potential of every child – that *Every Child Can*. As a result of this, we have carefully designed a curriculum which is underpinned by 4 Golden Threads.



We have carefully chosen our Golden Threads because they are unique to our school context and setting:

Language rich: Over 60% of our pupils have English as an additional language so it is our intent that our pupils will develop a wide range of subject specific vocabulary and apply this within their learning.

Knowledge and skills: It is our intent that our pupils will develop mastery across the curriculum as a result of a carefully sequenced curriculum which builds progressively on knowledge and skills.

Experience rich: Our intent is for every child to be motivated, curious and excited in their learning and across all curriculum areas. Our intent is for our curriculum to provide all children with an invitation to learn and a breadth experiences that enriches their learning and enables them to transfer their skills across all curriculum areas.

Values and Community: Our intent is for all children to embrace and develop a shared set of values – our school's **CARE Values**. We want all children to understand the communities that they are part of and their developing personal values to prepare them for life in an ever-changing and modern world.

Our Intent for our RE Curriculum:

At Gorse Hill School, our 4 Golden Threads underpin our curriculum intent enabling our pupils to achieve the following in RE:

- To engage in enquiring into key questions arising from the study of religion and belief and promote their personal and spiritual development;
- To develop an understanding of religious traditions and to appreciate cultural differences;
- To have respect for other peoples' views, tolerance and to celebrate diversity;
- To develop critical thinking skills and their knowledge, understanding of, and empathy of people and their beliefs, religious or otherwise.

At Gorse Hill School, our RE teaching reflects worldviews, through an enquiry-based curriculum we intend to educate, inform and allow children to formulate their own thinking.

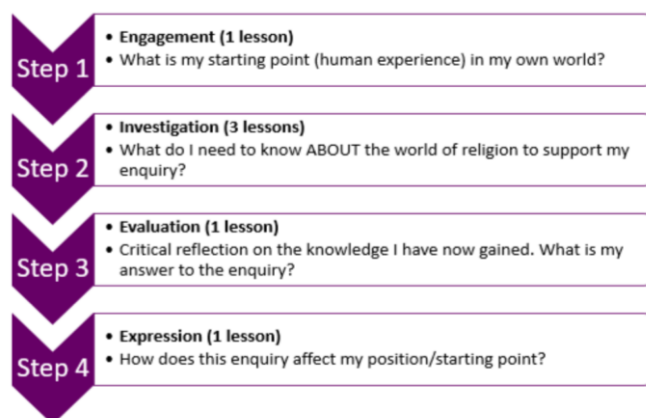
Our RE curriculum and teaching does not try to persuade but rather to inform and develop the skills with which evaluation can take place

Implementation:

The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure the aims of the National Curriculum are met, and it has been used to inform the choices we have made about the content that we teach at Gorse Hill School.

At Gorse Hill School, we use the *Discovery RE* across all year groups.

Discovery RE advocates an enquiry model (recommended by Ofsted in “*Religious education: realising the potential*”, 2013) with a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up ‘evidence’ (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. *Discovery RE* focuses on critical thinking skills, on personal reflection into the child’s own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.



The children start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support the children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills. Exposure to and analysis of religious texts can also enhance their reading, comprehension and inference skills. In Step 3, pupils complete an assessment activity to evaluate the question again in light of their new knowledge, and have further opportunities to embed their own reflections on the learning in Step 4.

Christianity is taught across every year group with Christmas and Easter explored in each year group, developing on children’s previous learning. Other religions including Hinduism, Islam, Judaism and Sikhism are also incorporated throughout the scheme.

In the Early Years, RE is taught to enable children to learn about many of the different religious festivals and then children are able to apply their knowledge in child-initiated learning. In Years 1 to 6 RE is taught on a weekly basis through the 4 step enquiry process:

Impact

Our intended impact is that by the time our pupils leave Gorse Hill School, they will have developed:

- The philosophy that they are free to make their own choices and decisions concerning religion and belief;
- Their understanding of personal development and their understanding of the wider world;
- Respect and tolerance and support for our CARE Values and the values, beliefs and traditions of others;
- Skills for preparation for life in a diverse and modern Britain.