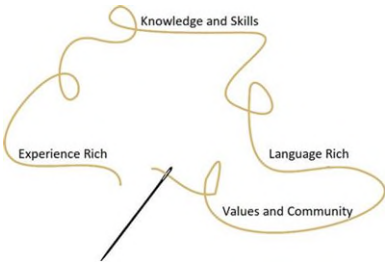
RE Intent, Implementation & Impact Statement

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 of 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, 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 Jigsaw RE across all year groups. **Four Step Enquiry Method**

The **Key Question** for each **Enquiry** is such that it demands an answer that weighs up 'evidence' 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. Jigsaw 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 and uses the following 4-step model.



Step 1 Engagement: The human experience underpinning the key question is explored here within the children's own experience, whether that includes a worldview/religion or not. For example, a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so piece 1 aims to help all children resonate with the experience of 'commitment' in their own lives. Relating to this human experience acts as a schema to then help them better understand the worldview being studied (which may be very much outside of their experience).

Step 2 Investigation: The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. The plans for pieces 2,3, and 4 cover the necessary subject knowledge to answer the enquiry questions. This ensures that the acquisition of the factual information about the religion /belief system being studied is embedded and important but can be applied critically so that it is not an end in itself.

Step 3 Evaluation: This piece draws together the children's learning and their conclusions about the key question of that enquiry. There is an assessment opportunity included which gauges the children's progress by using the descriptors provided. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets. The activity provides evidence in children's year group floor book of their learning in each enquiry as well as through whole-class and peer discussions.

Step 4 Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. The whole learning experience of the class is gathered into a year group Jigsaw RE floor book.

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.