



Religious Education (RE)

Statement of Intent

At St. Giles Junior School, we follow the local agreement for RE (<https://schools.warwickshire.gov.uk/managing-schools/standing-advisory-council-religious-education-sacre?documentId=33&categoryId=6>)

In line with the National Curriculum for Religious education (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf), we aim for all students to experience a cohesive RE curriculum, rich in opportunities to explore their own beliefs as well as considering the beliefs of others in a respectful way.

Our key intentions:

- To learn about religion
- To learn from religion

Curriculum Intent, Implementation and Impact Overview

Religious Education

Intent	Implementation	Impact
<p>We aim to ensure a time allocation of 38 hours for the teaching of RE per year.</p> <p>It is our aim to ensure that the key processes: learning about religion (AT1) and learning from religion (AT2) and their elements are addressed and linked</p> <p>We aim to identify appropriate key concepts for pupils to explore throughout the key processes</p>	<p>All students cover the following units in sequential order from joining St. Giles in Y3.</p> <p>year 3 Unit: L2.1 What do people believe about God?</p> <p>Unit: L2.2 Why is the Bible important to Christians?</p> <p>Unit: L2.3 Why is Jesus inspiring to some people?</p> <p>Unit: L2.4 Why do people pray?</p> <p>Unit: L2.5 Why are festivals important?</p> <p>Unit: L2.6 Why do some people think life is a journey?</p> <p>Unit: L2.7 What does it mean to be a Christian?</p> <p>Unit: L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Unit: L2.9 What can we learn from religions about deciding right and wrong?</p> <p>Unit: U2.1 Why do some people believe God exists?</p>	<p>By the end of each key stage 2, pupils are expected to know, understand and apply skills set out in The Warwickshire Advisory Guidance. Assessment criteria has been developed in line with the expectations laid out in the Agreed Syllabus, to enable teachers to assess the progress of the children as they move through each year group. Termly summative assessments are used to determine the children's understanding and inform teacher's planning and further scaffold support for pupils. This data is reviewed on a termly basis by the subject leader who also carries out learning walks, book scrutinies and lesson observations. The impact our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be</p>

	<p>Unit: U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p>Unit: U2.3 What do religions say to us when life gets hard?</p> <p>Unit: U2.4 If God is everywhere why go to a place of worship? Unit:</p> <p>U2.5 Is it better to express beliefs in art of charity?</p> <p>Unit: U2.6 What does it mean to be a Muslim?</p> <p>Unit: U2.7 What matters most to Christians and to Humanist</p> <p>Unit: U2.8 What difference does it make?</p>	<p>taken to further develop the RE curriculum.</p> <ul style="list-style-type: none"> • extend their knowledge and understanding of religions and beliefs • develop a religious vocabulary and interpret religious symbolism in a variety of forms • reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views • explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society
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Year 3

I can make links between the beliefs and how they are connected to believers' lives.

I can use the right religious words to describe and compare practices and experiences.

I can explain the significance of a religious belief and what it means.

I can ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced us and others.

I can ask questions about the meaning and purpose of life, and suggest answers.

I can ask questions about the moral decisions we make, and suggest what might happen as a result of different decisions.

Year 4

I can suggest reasons for the similar and different beliefs which people may hold.

I can describe why people belong to religions.

I can describe how religion can make a difference to the lives of individuals and communities.

I can use religious sources, sacred books, prayers and artefacts to provide answers to important questions regarding life.

I can use correct vocabulary to describe and compare religious practices and experiences.

I can offer my own view about who we are and where we belong.

I can ask appropriate questions about the meaning and purpose of life.

I can ask questions about things that are important to us and to other people and suggest answers which relate to our own and others' lives.

Year 5

I can describe what religion teaches about some of the big questions of life,

I can use a wide range of vocabulary to show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean.

I can use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.

I can consider the challenges of belonging to a religion today, using my own and other people's views.

I can ask appropriate questions about the meaning and purpose of life and suggest answers.

I can ask questions about things that are important to us and to other people and suggest answers which relate to our own and others' lives

Year 6

I can describe what religions teach about some of the big questions of life, using different sources.

I can describe different practices and the effect on individuals and communities.

I can consistently use a wide range of vocabulary to show how religious activity in today's world has been affected by the past and by traditions,

I can hypothesise, ask question or research what belonging to a religion may mean. To people.

I can consider the challenges of belonging to a religion today, considering my own views and other peoples.