

Religious Education Statement of Intent

In order to achieve our whole school intent, we have identified 4 pillars that form the basis of everything we do and drive the decisions made. These pillars are inspired by the words of Matthew 5:14, "You are the light of the world." Our vision is to create a school community where each person is empowered to let their light shine. Rooted in the values of respect, generosity, wisdom, and community, we seek to build a safe, nurturing environment where every pupil is enabled to flourish.

Intent

We are proud to be an inclusive school that champions diversity, encourages reflection and inspires spirituality. As a Church of England School, the Christian faith forms the foundations of everything that we do; it underpins not just what we teach, but our whole-school ethos. Through this, we foster an environment where all children feel known, accepted, and valued as individuals. This encourages our students to become knowledgeable and considerate members of the community, rooted in the understanding that they can all make their own positive influences in society.

At our school, Religious Education offers an opportunity for pupils to broaden their understanding of other cultures and beliefs through learning about different World Religions. Our pupils are taught to:

- Develop knowledge and understanding of Christianity and other principal world religions
- Explore religious traditions, cultural practises and world-views, and how these influence the local, national and wider global community
- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Ask and investigate 'big questions' about the ultimate meaning of life, beliefs about God and the nature of reality and morality.
- Describe religious, and other responses, to ethical or moral issues
- Engage in reflection in order develop their own beliefs, sense of identity and belonging
- Develop respect for others and their beliefs, challenge stereotypes and prejudice, and approach differences with an open-minded attitude
- Consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society

Implementation

The Statement of Entitlements lays out the rights of all children to receive a high-quality Religious Education which supports them in all aspects of their learning, explaining "*Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10).*" We ensure that we fully meet these requirements through delivering an enquiry-based curriculum that promotes knowledge acquisition, reflection and deep-thinking.

Our RE teaching is informed by two different teaching schemes; Understanding Christianity and Discovery RE. By using these schemes alongside each other, we are ensuring children are given the opportunity to become religiously literate.

Understanding Christianity:

Understanding Christianity believes that children should show an understanding of the religious text and teachings as well as demonstrate a deep, thoughtful approach to their learning. As such, our teaching is based upon a three-step enquiry model of teaching.

There are seven core Christian concepts that Understanding Christianity is based upon. Through our enquiry approach, children acquire a deep understanding of Christian Belief and Practice. This is achieved through sequential teaching of core knowledge, which is built upon as our pupils move through the school.

Discovery RE:

Discovery RE is another scheme that also engenders knowledge and understanding through an enquiry-based approach. It allows children to explore and compare other major world religions in order to extend their knowledge and understanding. Discovery RE contains 59 modules which cover the six principal religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism (with relevant links to Humanism).

Planning:

As we follow an enquiry-based approach, the use of 'Big Questions' is used to supplement each unit. To deliver our curriculum, we use a variety of teaching methods. This includes the use of re-telling, art, music, discussion, drama, the use of artefacts, pictures, stories.

As pupils progress through our school, our teaching is planned to include a deeper enquiry into world religions and practices. This enables our pupils to explore big questions in greater detail and respond to more philosophical questions.

Impact - How do our Pillars support this subject?**Respect:**

- Have curiosity and enthusiasm for learning about different beliefs
- Understand how the School's Christian values, in all aspects of life, are rooted in the teachings of the Bible.
- Show respect, tolerance and understanding of all religions and beliefs.
- Identify similarities and differences between religious cultures and traditions across the world

Generosity:

- Understand how to give others the time and space to express their personal viewpoints
- Foster an environment where everyone's opinion matters; everyone is welcome to participate regardless of their background or beliefs
- Develop an understanding of world-wide religions and how they are linked through promoting moral kindness, equality and compassion
- Explore examples of how people in different cultures show empathy and understand how religions inspires people to make good choices

Wisdom:

- Be confident and articulate using the language of 'retelling' within RE
- Ask and offer possible answers to ambitious, challenging questions about the meaning of life, beliefs, nature of reality and morality
- Have a secure understanding and knowledge of the religions studied and be confident to answer ultimate questions.
- Have a strong understanding of how beliefs, values, practices and ways of life (within any religion) come together.

Community:

- Engage in a range of biblical texts, alongside other religious stories, as a starting point for learning Explore works of literature and tradition from a range of cultures, allowing pupils to see beyond their own experiences
- Have a sense of self, identity and belonging; flourish within the community and be responsible citizens.
- Be able to link the study of religion and belief to personal reflections on meaning and purpose.

Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?

Teachers try to identify potential barriers at the planning stage. In their planning, they consider ways of minimising or reducing those barriers.

Lesson design:

- Recapping learning from the previous lesson. Children may revisit their work from the last lesson to remember/improve/tweak/adjust.
- Consolidation is built in through curriculum design. Opportunities are provided for pupils to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts.
- The curriculum is designed in a way that allows pupils to make links to the real world.
- Scaffolded tasks to support those need additional support.
- Whole class discussions (e.g. the teacher may do a mini plenary where common misconceptions are identified and discussed or where they share examples of pupil work on the board).

Environment

- Key vocabulary displayed on the board so children can use correct terminology in their discussions.
- Flexible seating options in case children need to move during the lesson.

Resources

- Adult support (e.g. additional modelling or explanation)
- Peer support
- Check list of steps to complete (e.g. on the flip chart or slides printed)
- Word banks
- Scaffolded resources