



## RE - Intent, Implementation and Impact

The purpose of this document is to clarify the how, why, and what of Religious Education teaching at St Matthew's Church of England Primary Academy and Nursery. This is to be used by staff to clarify expectations and to ensure that a high-quality R.E curriculum is being taught to all.

### Intent

When studying RE, you need:

- To discuss – debate and converse about issues that relate to different religions and cultures.
- To be critical – able to identify problems, discrepancies and contradictions relating to people's faiths.
- To enquire – able to question and ask for justifications.
- To be inquisitive – want to know why, and how things work.
- To be appreciative – able to respect other people's faiths and cultures.

As a Church of England school, the teaching of Religious Education at St Matthew's is central to our curriculum. Through our Religious Education curriculum, we aim to provide our children with religious literacy where they will develop their knowledge and understanding of Christianity, other religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

We shall help our pupils prepare for their future by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions by referring to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study.

### Implementation

RE lessons, taught by the class teacher on a weekly basis, are based on the Blackburn Diocesan, Questful RE syllabus. The teaching of RE is closely monitored by the Subject Leader to ensure that the teaching is effective, engaging and inclusive for all our children. These lessons teach the children about all aspects of Christianity and make clear links to other world religions such as Islam, Hinduism and Sikhism. We believe it is important to make these links as many religious teachings give a similar message. As a culturally diverse school, it is

“Be blessed by God, be happy and aspire to be...”



wonderful to compare beliefs and learn about and begin to understand one another's values and customs.

Through the year, there are many significant events in the Christian calendar such as Harvest, Christmas, Easter and Lent which we celebrate and remember. We always mark these events in school and we hope to share these events with our families in any way possible, as the children really enjoy it when others are involved. We are also mindful of the other faiths represented in school and try to acknowledge them as they occur, for example Ramadan and Eid for our Muslim families as well as Diwali shared with the Hindus.

Lessons are planned and delivered in a variety of ways so that all children can participate fully. Interactive, practical activities linked to the themes in the syllabus and other subjects where appropriate, encourage our pupils to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

## Impact

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression. The children make progress by knowing more, remembering more and being able to do more. They need to transfer and embed key concepts into their long-term memory and apply them fluently. Children will make at least good progress from their last point of assessment.

We measure the impact of our curriculum in the following ways:

- Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.
- Assessing children's understanding of each unit's linked vocabulary before and after the unit is taught.
- Images and videos of the children's learning.
- Interviewing the pupils about their learning (pupil voice).
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.