

Townhill Infant School

Religious Education intent statement

Intent: When studying RE we enable and encourage children to discuss issues that relate to different religions and cultures, to be critical, to enquire by questioning, to be inquisitive and to be able to respect other people's faiths and cultures. The UK has a rich heritage of culture and diversity. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. We want all children to be inspired to look at their own faith and share their traditions as well as explore their peers'. We also want them to learn about the world's major religions and cultures through tales and facts.

Implementation: What does RE look like at Townhill Infant School?

The principle aim of the RE curriculum is to engage pupils in systematic enquiry into significant questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Our RE curriculum is underpinned by the National Curriculum Requirements and the Hampshire RE agreed syllabus, 'Living Difference IV'. This is the legal document to be followed for the teaching of religious education in Hampshire, Portsmouth, Southampton and Isle of Wight schools. All programmes of study are fully covered. Our curriculum is organised around subjects and, where feasible, relevant and efficient, subjects are integrated to make meaningful connections, whilst maintaining the integrity of each subject discipline. Our RE curriculum is enquiry led following the process of Communicate, Apply, Enquire, Contextualise and Evaluate. The process for a cycle of enquiry. Taken from 'Living difference III'

What does RE look like in Early Years at Townhill Infant School?

RE is taught as part of the knowledge and understanding strand of the development matters curriculum. Links are made to festivals in all major religions. Children in Key Stage 1 will then continue to explore and reflect on their own way of life and feelings about this, and also continue developing an understanding of religious and nonreligious ways of living. They should continue to be encouraged to ask questions and recognise that different people may respond in different ways to their questions. Children should be encouraged to explore and share their own experiences of the concepts studied. In this way they will begin to appreciate other people's experiences of concepts found in religious and non-religious ways of life. At this key stage the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts that are common to all people, where children will engage with their own experience. These concepts are also evident in religious ways of life, for example happy, sad remembering and thanking.

Impact: The impact of the curriculum is measured in standards achieved, progress made and personal qualities acquired. The impact of our curriculum is seen in high standards, progress which build incrementally year-on-year at a pace and momentum appropriate to the learner, quality experiences which are memorable, worthwhile and challenging, teaching which is rigorous, personalised, innovative and learning-centred, learners that are resilient, questioning, resourceful, self-sufficient, individuals who value and respect one another. The curriculum is regularly reviewed, developed, monitored and evaluated by the Head Teacher, School Leadership and external advisers and governors, leading to improvements and innovation. Subject leaders take responsibility for ensuring coverage, progression and standards through long and medium-term planning, promoting

the subject and developing the teaching methodology and securing high quality resources. They regularly monitor and evaluate learning, teaching and the curriculum. Planning is detailed, regular and collaborative and prepares teachers so they provide a coherent, personalised learning experience. Assessment is both formative and summative and progress and attainment are regularly tracked.