

Statement of Intent – Religious Education

Purpose – Why is this subject important?

The importance of Religious Education (RE) is valued and carefully considered at Wortham Primary School. We want to ensure our pupils have an awareness and understanding of the beliefs and cultures within and beyond their community and equip them with essential skills that will support their enquiry and response to significant questions posed by religion and worldviews.

RE is fundamental to understanding, appreciating and responding to the world in which we live. It is therefore a subject that will be essential to pupils beyond their school education as they navigate their own lives and encounter ways of life and beliefs that are different from their own. RE becomes a very special opportunity to create and begin the journey towards broadening their cultural experiences. This is a significant element of our school curriculum which outlines how, as a school, we aim to provide 'the opportunity for children to learn from and about their own and other cultures, respect diversity, cooperate with one another and appreciate and celebrate our differences thus providing them with a strong moral compass and a strong cultural capital.

It is very important that pupils are provided with subject specific knowledge regarding a variety of religions so that they have a strong foundation of key concepts, beliefs, practices and vocabulary associated with each. As they progress throughout our school, they will continue to build on their knowledge and understanding while applying subject specific skills at a deeper level. We know how important it is for our pupils to start to experience learning about religion at the earliest opportunity by introducing them to this in Foundation Stage through stories and role plays which provide exposure through the environment and promotes discussion. Our goal is to be able to build on pupils' learning at each stage so that as they progress throughout school, they are able consolidate, develop and deepen their learning.

Our ambition for our pupils is that they will be able to apply the knowledge and skills that they have learnt and carry the confidence and understanding to be respectful citizens while knowing that they can aspire to achieve anything regardless of their background.

Principles – What are the distinctive ways of knowing, working and learning in this subject?

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- We work from The Emmanuel Project which is an RE scheme of work for EYFS to Y6 which covers the Suffolk Agreed Syllabus for RE (2012).
- This is a set of enquiry based units on Christianity and other world faiths.
- A range of teaching and learning activities will ensure that pupils learn effectively and with interest.
- The long and medium term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years
- A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.
- We have a wide range of resources to support teaching of RE
- We use art and craft, drama, role play and dance to enable students to express their ideas.

Expectations – What does success look like?

The Impact of RE is monitored and assessed in a number of ways. As oracy based skills are so essential to our curriculum this inevitably plays a significant role in measuring the impact upon our pupils. We look at the extent to which our pupils are engaged in discussions with their peers, sharing

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their own beliefs with others to understand and appreciate differences between themselves and the children around them. We are also able to assess impact through the extent to which different beliefs are celebrated in our school, particular examples include the investment of pupils in school assemblies that recognise diversity and the wide range of views represented in our school council. The Cross-Curricular writing opportunities provided allow students to demonstrate the depth of their knowledge, giving them an opportunity to develop and express their own beliefs and providing us an insight into this. Examples of these pieces of writing can be seen within each year group. Through pupil interviews, students are able to articulate what they have learned when prompted by their work. These interviews, as well as other observations both within RE lessons and everyday school life, enable us to gather evidence of the extent to which our pupils demonstrate welcoming, clear communication and respect of pupils with beliefs different to their own. Through the careful planning and continuous review of an engaging RE curriculum, we can observe how our pupils show and apply their own moral compass as well as accumulating an increased cultural capital.