

Religious Education Intent, Implementation and Impact Statement

Intent

Religious Education (RE) plays an important part in the lives of our pupils as they learn about the world around them. It is taught throughout the school in such a way as to reflect the overall aims and values of the school. Our aim is to provide an inclusive and enriching curriculum which will help pupils develop positive attitudes, tolerance and respect to the world they live in.

Our aims and vision for RE also reflect the intent of the locally agreed syllabus which is *'to support pupils personal search for meaning by engaging enquiry through questioning'*. We provide an enquiry-based curriculum which enables pupils to participate in informed discussions about religion across the world.

Implementation

We follow the Local Authority's agreed syllabus which is the adapted Hampshire Syllabus. This syllabus is built on a concept-based approach which is inclusive for all faith and non-faith believers.

RE is taught once a week for an hour in both key stages. Teachers have access to the concept focused medium term plans. Pupils also visit various religious buildings around London as part of the RE curriculum.

Our teaching aims to ensure that all pupils know about and understand a range of religions and world views, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Our teaching also enables pupils to express ideas and insights about the nature, significance and impact of religions and world views, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
- appreciate varied dimensions of religion.

Pupils also learn to use skills needed to engage with religions and world views, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different communities to live together respectfully for the wellbeing of all.
- articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Impact

The question-based approach allows pupils to respond at the start of their learning as well as the end. Pupils are encouraged and supported in discussion. Starting a new unit of learning with a question and then revisiting it at the end of the learning sequence captures the enabling teachers to assess the developing knowledge, skills and understanding of the pupils.

Pupils revisit concepts in later year groups, this is planned to deepen their understanding e.g. the Easter story, the Five Pillars of Islam etc.

At Edward Wilson Primary School, pupils learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while understanding and respecting the different views, values and ways of life of others. In addition to book monitoring and pupil conferencing, the impact of our Religious Education curriculum and our spiritual, moral social and cultural ethos is demonstrated through the pupils' high levels of respect and value for each other.