



# St Mary's Religious Education Intent, Implementation and Impact

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## Intent

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The intent of our RE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living.

The three statutory aims of the curriculum are to develop successful learners, confident individuals and positive contributors. RE has a vital role to play in the development of these core aims.

RE helps pupils become successful learners by enabling them to:

- develop important skills, knowledge and understanding in RE
- build progression from simple skills such as naming recognising and recalling, to complex and demanding skills such as synthesis and critical evaluation
- develop understanding of both learning about and from religion and belief
- access lively, challenging and compelling learning experiences which stimulate their mental, emotional and social development
- engaging with powerful and important questions of meaning and complex, demanding ethical issues
- understand both conflict and collaboration within and between religions and the importance of inter-faith dialogue
- reflect upon and evaluate the role of religion and belief in the world today
- mature in their spiritual moral, social and cultural development; build effective links between their learning in RE and other subjects
- know how well they are doing in RE and how to improve their learning.

RE helps pupils become confident individuals by enabling them to:

- develop important attitudes such as sensitivity, open-mindedness, self-esteem and appreciation / wonder
- share their own views, ideas and experiences, in a supportive learning environment, without fear or embarrassment
- develop the ability to produce reasoned, thoughtful arguments and well-substantiated conclusions, especially when engaging with questions of meaning and ethical issues

- develop both dependant and inter-dependant learning in RE
- express their own ideas and responses in a variety of ways such as creative writing, oral work, the use of ICT, drama, story and music
- engage with and reflect upon key beliefs and teachings in religion regarding the purpose, value and dignity of human beings.

RE helps pupils become responsible citizens by enabling them to:

- develop both respect and sensitivity to other people’s beliefs and values
- learn about and from the contribution of religion and belief to Community Cohesion through engaging with school, local, British and global communities
- actively contribute to RE lessons through group and class discussions
- learn about and from the diversity of faith and beliefs in their local, wider, British and global communities
- analyse how and why religion and belief are portrayed in the media; critically evaluate the role and place of religion in the world
- enrich their learning through visits and visitors; investigate and reflect upon their rights and responsibilities
- develop the key attitude of open mindedness, sustaining their own views, agreeing and disagreeing respectfully and listening carefully to others.

## Implementation

At St Mary’s, we follow the Somerset Awareness, Mystery and Values syllabus. Alongside this, we use the ‘Understanding Christianity’ resource to strengthen our teaching of Christianity. Our long term plans is as follows:

**RE Long Term Overview 2022/23**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Christianity	Christianity / Judaism	Christianity / Judaism	Christianity / Judaism	Christianity	Christianity / Judaism
	Special Me – Who are we? (Reflection / Values)	Special Times 1 – Christmas and Hannukah (How Beliefs are Conveyed)	Special Places – Church and Synagogue (Practices and Lifestyles)	Special Times 2 – Easter and Passover (How Beliefs are Conveyed)	Special Stories – God / Creation (Beliefs and Teachings)	Special Stories – Jesus (Reflection / Values)
Year 1	Christianity (God and Creation)	Christianity (Incarnation)	Christianity (Gospel)	Christianity (Salvation)	Judaism (God and the Covenant)	Judaism (God and the Covenant)
	What do Christians believe about God? (Beliefs and Teachings)	What do Christians believe about Jesus? (How Beliefs are Conveyed)	What is the Good News that Jesus Brings <b>Understanding Christianity</b>	Why does Easter matter to Christians? <b>Understanding Christianity</b>	What do Jewish people believe about God and the Covenant? (Reflection)	What do Jewish people believe about God and the Covenant? (Reflection)
Year 2	Christianity (God)	Christianity (Incarnation)	Christianity (Gospel)	Christianity (Salvation)	Judaism (Torah)	Humanism
	What do Christians believe God is like? <b>Understanding Christianity</b>	What does Christmas matter to Christians? <b>Understanding Christianity</b>	What do Christians believe about love? (Values)	What do Christians believe about Salvation? (Beliefs and Teachings)	What do Jewish people believe about Torah? (Beliefs and Teachings, Practices and Lifestyles)	What is a Humanist? What do Humanists believe? (Practices and Lifestyles)
Year 3	Christianity (God)	Christianity (Incarnation)	Judaism (God and the Covenant)	Christianity (Salvation)	Judaism (Torah)	Islam (Islam and Iman)
	What do Christians believe about God? (Practices and Lifestyles)	What do Christians believe about Incarnation? (How Beliefs are Conveyed)	What do Jewish people believe about God and the Covenant? (Practices and Lifestyles)	Why do Christians call the day Jesus died ‘Good Friday’? <b>Understanding Christianity</b>	What do Jewish people believe about Torah? (Beliefs and Teachings)	What do Muslims believe about Islam and Iman? (Beliefs and Teachings)
Year 4	Christianity (Gospel)	Christianity (Incarnation)	Christianity (Creation / Fall)	Christianity (Salvation)	Hinduism (Dharma / Deity / Atman)	Humanism

	What do Christians believe about love and Agape? (Belief and Teachings / Values)	What is the Trinity? <b>Understanding Christianity</b>	What do Christians learn from the Creation Story? <b>Understanding Christianity</b>	What do Christians believe about Salvation? (How are Beliefs Conveyed / Values)	What do Hindus believe about Dharma? What do Hindus believe about Deity? What do Hindus believe about Atman? (Practices and Lifestyles)	What is a Humanist? What do Humanists believe? (Values)
Year 5	Christianity (God and Incarnation)	Judaism (God and the Covenant)	Judaism (God and the Covenant)	Christianity (Salvation)	Judaism (Torah)	Islam (Islam and Iman)
	What do Christians believe about God? (Beliefs and Teachings / How Beliefs are Conveyed)	What do Jewish people believe about God and the Covenant? (1 <sup>st</sup> half)	What do Jewish people believe about God and the Covenant? (2 <sup>nd</sup> half) (Practices and Lifestyles / How Beliefs are Conveyed?)	What did Jesus do to save human beings? <b>Understanding Christianity</b>	What do Jewish people believe about the Torah? (Practices and Lifestyles / How Beliefs are Conveyed)	What do Muslims believe about submission to Allah? (Practices and Lifestyles / Reflection)
		Christianity (God and incarnation)				
What do Christians believe about the incarnation? (Beliefs and Teachings)						
Year 6	Christianity (Gospel)	Christianity (Incarnation)	Christianity (Creation / Fall)	Christianity (Salvation)	Hinduism (Dharma / Deity / Atman)	Humanism
	What do Christians believe about love and Agape? (Beliefs and Teachings / Values)	Was Jesus the Messiah? <b>Understanding Christianity</b>	Creation and Science: Conflicting or Complementary? <b>Understanding Christianity</b>	What do Christians believe about Salvation? (Reflection / Values)	What do Hindus believe about Dharma? What do Hindus believe about Deity? What do Hindus believe about Atman? (Beliefs and Teachings / Practices and Lifestyles)	What is a Humanist? What do Humanists believe? (Beliefs and Teachings / Values)

In EYFS, Year 1 and Year 2, RE work is recorded in class floor books. In Years 3-6, children have their own RE exercise book to record their learning.

Every year group's units of work must include:

- The Big Picture; what they will be learning and what they have been taught in previous year groups, to show how this builds upon their previous learning.
- A daily review to provide feedback and consolidation from previous learning, using a variety of teaching strategies.
- Realistic and relevant information.
- Specific key vocabulary and its meaning.
- Opportunities for the children to work interactively, using other curriculum areas e.g music, drama, art, with the teacher acting as the facilitator.
- Individual reflection on the learning.

In order for pupils to know more, remember more and do more in regards to RE, these aspects must be evident in the implementation of the RE curriculum throughout school.

## Impact

We use 'Proof of Progress' (POP) tasks at the end of each unit, to aid assessment of learning.

Teachers complete a spreadsheet at the end of each term, tracking children's achievement towards 'milestones' using the threshold concepts of:

- Values
- Beliefs and Teachings
- How Beliefs are Conveyed
- Practices and Lifestyles
- Reflections

