



St Michael's C of E Religion and Worldviews

Intent, Implementation and Impact

Our curriculum is underpinned by UNICEF's Rights of the Child Article 29:

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.

At St Michael's school our priority focus is on the whole child, developing positive relationships, based on compassion, mutual trust and respect.

With the aim of helping our pupils develop into confident, happy, positive young people ready for life in the modern world.

Intent

We have adopted the Devon and Torbay Agreed Syllabus 2019-24 and it runs alongside the 'Learning Challenge Curriculum' and Early Years Foundation Stage curriculum.

The Agreed Syllabus is coherently planned and spirally sequenced towards cumulatively sufficient knowledge and skills for future learning across the Primary Key Stages and readies our learners for their Key Stage 3 careers, GCSEs and beyond.

"The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living."

(Devon and Torbay Agreed Syllabus for RE 2019-24)

Through the Agreed Syllabus, in their studies of religious and non-religious practices, beliefs and texts we aim to facilitate and enable every child to discover how people respond to the 'Big Questions' about life. Through guided and Bloom's based questioning and discussion, children are encouraged to develop their own opinions and responses, thus creating independent thinkers and questioners and acquiring a solid basis for lifelong learning and well prepared for life in our modern world.

Our intent matches the stated purpose of RE in the Agreed Syllabus;

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.

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- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

To support teachers of RE the RE Lead attends SACRE and NASCRE meetings, is kept abreast of current research and reports in National Teaching of RE as well as through the more regional LTLRE Hub Group.

Implementation

Children's learning in RE is devised so that previous years' learning is built upon, enriching and enhancing their understanding of religious and non-religious beliefs and practices. By the end of Upper Key Stage Two children will have investigated and analysed at least six key beliefs and practices; Christianity, Judaism, Islam, Hinduism, Buddhism and Humanism.

The curriculum is organised into question based units, indicated by specific 'Can I..?' statements as key lesson questions with, wherever possible, cross-curricular learning, where meaningful links can be made with other subjects. This includes reading, writing, comprehension, art, music, history, geography and IT.

Pupils have the opportunity to contribute their own ideas and knowledge to topics.

Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively over time, ensuring that children are ready to meet the expectations of Key Stage 3 and beyond.

Implementation of the Syllabus develops the following skills in pupils;

- **Investigating**-for example through questions and research
- **Reflecting**-for example on religious beliefs, practices and in respectful and carefully thought out discussion
- **Expressing**-explanations, and articulating opinions and personal responses
- **Interpreting**-drawing meanings from religious artefacts, works of art or religious language
- **Empathising**-consideration of others' opinions, experiences and values, '*putting yourself in others' shoes*' and depending understanding of beliefs and practices
- **Applying**-finding links within and across religions and beyond in secular and personal values
- **Discerning**-developing insight into the positive and negative aspects of religious and secular beliefs and practices, personal life, and exploring thoughtful and compassionate judgements and opinions
- **Analysing**-distinguishing between opinion, belief and fact, between features of different religions, and establishing similarities and distinctiveness of different religious ways of life
- **Synthesising**-connecting different aspects of religion and life into a meaningful whole, and finding links between religion and human experience, including pupils' own experience

Further and in addition to these skills here are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following attitudes are to be fostered through the Agreed Syllabus:

- Curiosity and wonder
- Commitment
- Fairness
- Respect
- Self-understanding
- Open mindedness
- Critical mindedness
- Enquiry

NOTE: The Agreed Syllabus is specifically designed to cover the key areas of SMSC and states that RE is a Key contributor (but not the only vehicle for) SMSC and the promotion of British Values (148-151)

The RE lead regular updates and informs teachers of RE and supports teachers in CPD to ensure high quality teaching and learning.

Impact

Pupil progress is monitored throughout the units of work and are assessed against the key outcomes identified at the beginning of each unit of teaching, and taken from the Agreed Syllabus.

End of Key Stage conferencing takes place each term and is conducted by an experienced teacher of RE to identify progress and possible gaps in teaching and learning.

To support these judgements teachers have been using 'Entry and Exit Points (Elicitation and Summary sheets) which are being developed as an on-going process. Currently we have been devising and creating Knowledge Organisers that can also be used in assessment, as well as specific end of unit projects such as short reports, art work and debate.

Using these methods teachers of RE can fully assess all learners including SEN, in their grasp of and development in their RE studies.

RE (or Religions and Worldviews) is unique in that it is tailored by region to suit the educational and demographic needs of our children and lessons are planned to enable all pupils at all levels to engage and contribute to learning.

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As a result we expect that:

- All children will make good progress from their individual starting points academically, emotionally, creatively, socially and physically
- Children will take pride in all that they do, motivated to do their best and with confidence in their own abilities and that their work across the curriculum is of high quality
- Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for secondary school
- Children have good communication skills, both written and verbal
- Children listen respectfully and with tolerance to the views of others
- Children feel confident in sharing their ideas and opinions especially with regard to the 'Big Questions' in life
- Children demonstrate emotional resilience and the ability to persevere when they meet challenge
- Children with SEND achieve the best possible outcomes
- Children demonstrate inclusive attitudes and have a sense of their role in wider society
- Children are ready for the next phase of their education.

The RE Lead supports CPD through regular and ad hoc meetings supports teachers of RE by providing good quality and up to date teaching resources; keeping them abreast of current research and reports in National Teaching of RE; as well as encouraging training and up to date input through attendance of the more regional LTLRE Hub Group.