



## RE Intent, Implementation and Impact statement

### Intent

Our RE curriculum at Holmesdale Infant School follows the Agreed Syllabus for Religious Education (2020-2025). It provides the legal framework for a syllabus for Religious Education for Derby City and Derbyshire school.

This Agreed Syllabus and our school Value '**RESPECTFUL**' and our vision '**BE THE BEST ME I CAN BE!**', we will enable our pupils;

- To recognise, respect and celebrate the diversity of religious and non-religious views within the British and local community and also worldwide
- To support children in affirming and developing their own beliefs, values and attitudes through a variety of experiences and activities
- To engage the children through questions which different religious views address so that they can begin to develop an understanding and personal view
- To motivate and enthuse pupils in their learning about the community they live in and to be able to make connections with peers who are different to themselves
- To support children's understanding of British Values, such as acceptance, tolerance and respect and will promote spiritual, cultural, social and moral development.

The RE curriculum will also contribute to a whole range of school priorities and be woven through out Behaviour policy, assemblies, weekly celebrations, links with the local community and use of visits and visitors and key events throughout the year. Through these experiences, they will gain insight and knowledge to help equip them as responsible citizens, ready to contribute positively to our society and the wider world.



## Implementation

At Holmesdale School, we follow the Derbyshire and Derby City Agreed Syllabus. To support our teaching of this scheme, we supplement our lessons with RE Today resources. Through their RE learning, children will explore big questions about life and the world they live in, in order to find out what people believe and what difference this makes to how they live, so that they can make sense of religion and worldviews, and reflect on their own ideas and ways of living.

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, children will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, and Judaism. The main focus of our teaching is built up from the representation of faiths and beliefs within our community and wider local area but non-religious viewpoints are also respected.

### **Reception:**

In Reception children learn about belonging and special places, people, stories and times. Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. It allows the children to fully experience different religions through story, role-play and various play-based activities. It also allows the children to appreciate and explore their own religions, traditions and customs and develop an awareness and respect of others.

### **Key Stage 1:**

In Key Stage 1 children learn about Christianity, Judaism and Islam. During this time they will;

- Explore questions and introduce ideas through key questions based around 3 main strands; believing, expressing and living
- Staff will challenge inequalities and discrimination associated with race, religion, culture, gender, or socio-economic group
- Staff are sensitive to the social and cultural background of the children and families in the school community
- The RE curriculum does not stand alone, it is linked to the behaviour policy and also taught through visits and visitors and embedded within assemblies, weekly celebrations, and events
- RE is a key contributor to SMSC



Our RE curriculum is planned in a progressive way, so that we build upon and draw together the knowledge and understanding gained from earlier units in the year and in previous years. This enables the children to embed and develop their understanding further and helps to ensure that they have a secure knowledge and understanding when retrieving information when comparing different religions.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5 percent of curriculum time for RE.

- In Reception, this equates to 36 hours of RE, e.g. 50 minutes a week or some short sessions implemented through continuous provision
- In key Stage 1, this equates to 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)

To introduce ideas through key questions based around 3 main strands; believing, expressing and living.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils.

## Impact

Through their RE learning, the children at Holmesdale Infant School are able to make links between their own lives and those of others in their community and in the wider world, enabling them to develop an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

- Recall knowledge and understanding of Christian beliefs and practices which enable them to understand the importance of the Bible, and the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Understand the beliefs and practices of some of the other principal religions in Britain, Judaism and Islam
- Understand how belief may impact culture, relationships, values, and lifestyle
- Understand that belief can be expressed in a variety of ways including art, dance, music, ritual celebrations, and in different cultural settings



- Reflect upon personal feelings, responses, and relationships through their understanding of spiritual, and cultural beliefs, and morality, of Christianity and some other world religions
- Understand ways in which religious values and teaching have an impact on actions and decisions for people of faith.

RE at Holmesdale Infant School is assessed using the following.

- Informal judgements by staff during lessons
- 'In the Moment' next steps provided via verbal feedback
- Pupil and peer assessments
- Pupil voice
- End of unit assessment

At the end of each Religious Education unit teachers make a summary judgement about the work each pupil has completed in relation to the success criteria. The Religious Education subject leader will monitor the impact the teaching of RE has on Children's learning, through triangulation of learning walks, book / floor book scrutiny and data analysis. It is the role of the subject leader to collate the class assessment and analyse data on a termly basis. Retention of knowledge is supported and assessed through 'Time to Remember...' activities incorporated at the start of each session.