



Dishforth CE Primary School



Religious Education Intent, Implementation and Impact Statement

Intent

Through the teaching of Religious Education at Dishforth CE Primary School, we want our pupil to know more, remember more and understand more about the religions and beliefs of Christianity, other major faiths and those of non-faith.

At Dishforth CE Primary School we believe that Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. Through RE we are able develop the children's knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge of Christianity and other world religions with a particular focus on Judaism, Hinduism and Islam. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding.

Implementation

At Dishforth CE Primary School we follow the North Yorkshire Agreed Syllabus for RE, 2019 – 2024. The planning of Religious Education follows a systematic approach, where knowledge is built upon year by year. At each stage of Religious Education, children deepen their knowledge, building on previous content learned. In EYFS children are *Discovers*, KS1 are *Explorers* and in KS2 they are *Connectors*. Along side the North Yorkshire Agreed Syllabus we also follow the Understanding Christianity resource

Our teaching of Religious Education follows three core strands – Believing, Expressing and Living. We help children to learn about religious beliefs and religious teaching (Believing), religious and spiritual forms of expression and questions about identity and diversity (Expressing), and religious practices and ways of living, and questions about values and commitment (Living).

We want our children to consider the impact of people's beliefs on their own actions and ways of life, to challenge stereotypical views and appreciate difference positively. Our learning in Religious Education contributes to our children's personal development and our school provision for Spiritual, Moral, Social and Cultural (SMSC) and British Values.

Our children are encouraged to develop and express their own thoughts and views. The learning that takes place in Religious Education is closely linked with the school's adoption of Philosophy for Children (P4C). The use of P4C in Religious Education lessons allows children to develop their creative and critical thinking skills and encourages children to respectfully listen to others and recognise and respect that people have different views to their own.

At Dishforth CE Primary School the teaching of Religious Education is rich in first-hand learning experiences. Educational visits and visitors from both within the local community

and beyond will be used to enrich the learning experiences of all children and promote awe and wonder

EYFS

Our children in EYFS are Discoverers. Children discover different religions and worldviews through first-hand experiences; meeting special people, books, times, places and objects and by making visits to places of worship. All children in EYFS have the opportunity to visit Baldersby St James Church and welcome the Vicar into the classroom to carry out a Baptism or Wedding service. Children listen to and talk about stories. They are introduced to subject specific words. As discoverers, children are encouraged to use all their senses to explore beliefs, practices and forms of expression and to talk about what they know and have. Children learn through a range of self-initiated and adult directed tasks, such as roleplay, dressing up, listening to religious music and looking at pictures and books. All EYFS children will have the opportunity to learn about Christianity, Judaism and Islam.

By the end of Nursery/Reception the children will be able to

| End of Nursery | End of EYFS |
|--|--|
| <ul style="list-style-type: none"> Showing interest in the lives of people who are familiar to them Remembering and talking about significant events in their own experience Recognising and describing special times or events for family or friends Starting to show an interest in different occupations and ways of life | <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Talk about the lives of the people around them and their roles in society |

Children in EYFS receive 36 hours (50 mins a week) of RE each year.

Key Stage 1

The teaching of Religious Education at Key Stage 1 allows children to be Explorers. Children are able to develop their knowledge and understanding of religions (Christianity and Islam) and world views, in a local, national and global context. They continue to use basic subject specific vocabulary. They are beginning to be able to raise questions and express their own views in response to material they learn about.

At Key Stage 1, children will be taught to:

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| A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. | C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. |
| A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. | B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. | C2. Find out about and respond with ideas to examples of co-operation between people who are different. |
| A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. | B3. Notice and respond sensitively to some similarities between different religions and worldviews. | C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. |

Children in Key Stage 1 receive 36 hours of RE teaching each year.

Key Stage 2

In Key Stage 2 children extend their knowledge and understanding of religions (Christianity, Islam, Hindus and Judaism) and world views, beginning to make connections. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children are able to express their views in response to the materials they engage with, identifying relevant information, selecting examples and supporting their ideas and views.

At Key Stage 2, children will be taught to:

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| A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. | C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. |
| A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. | B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. | C2. Find out about and respond with ideas to examples of co-operation between people who are different. |
| A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. | B3. Notice and respond sensitively to some similarities between different religions and worldviews. | C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. |

Children in Key Stage 2 receive 45 hours of RE teaching each year.

Planning

Long Term Plans: These plans map out the Religious Education Unit to be covered each half term

Medium Term Plans: These detailed plans provide a lesson by lesson overview of the learning objectives and outcomes being taught. It identifies resources needed, key vocabulary to be taught and how the learning objective will be successfully taught to all pupils in each lesson.

Lesson structure

Each lesson will begin with a starter activity. The purpose of this activity is to

- draw upon pupils prior learning
- encourage children to use appropriate vocabulary

An engaging lesson opening which stimulates discussion and encourages children to thinking, take notice and question.

A teaching input will support children's acquisition of key vocabulary. It will introduce children to the, concept or knowledge being taught. This input will involve talk by all to share ideas and knowledge, allowing children to develop their vocabulary and understanding. Teacher modelling of the skills and vocabulary being taught will be present to ensure children are confident in their learning.

Independent Learning Task: An Independent, paired or group learning task for children to complete. Teacher supported where necessary.

Plenary: An opportunity to review and reflect on the learning taught. Children will review key vocabulary, knowledge and skills taught within the lesson. The plenary may also be used to further stimulate pupil's thinking; encouraging children to ask further question and discuss.

Resources

Each classroom stores Religious Education resources appropriate for the key stage they teach.

In Key stage 2, additional resources are stored within their shared area.

High quality books to support the teaching of Religious Education can be found within the school library

There is a dedicated Religious Education budget and staff are able to request resources to support, supplement and enhance the delivery of the curriculum

Assessment

Assessment in Religious takes place throughout lessons. Teachers listen carefully, observe, ask questions and review learning undertaken as part of their independent task. Within lessons, teachers are quick to identify any child who may need further support to develop the skills and knowledge necessary to achieve the lesson's learning objective.

Misconceptions are identified and addressed rapidly to ensure children made good progress. Teachers have a good understanding in the progression of Religious Education skills and knowledge and can use this knowledge confidently to extend and challenge high attaining pupils.

EYFS

Assessment of children's understanding and knowledge is achieved through observations and discussions. Evidence towards children meeting their Early Learning Goal for Communication and Language, Personal, Social and Emotional Development, and Understanding of the World is collected via the child's learning journey using photographs and observational notes. Progress towards their ELG is regularly reviewed and next steps are identified. Statutory assessments are made at the end of EYFS.

Key Stage 1&2

Formative assessments are made during each Religious Education lesson. Teachers review children's learning against the lesson's learning objective using evidence from questioning, observations and children's independent learning task. This formative assessment is used to inform further planning, identifying next steps in learning and identify children who require further support and challenge. Children's progress towards achieving end of key stage expectations for Religious Education is tracked termly to ensure children acquire the skills and knowledge expected.

Monitoring

The headteacher and Religious Education Subject Leader will monitor and evaluate the quality of teaching and learning of Religious Education in the school, through a variety of methods including:

Book and planning scrutinise

Pupil voice

Learning walks

Lesson observations

Role of the Subject Leader

The subject leader is responsible for monitoring children's attainment and progress to ensure that all learners complete their programme of study at each stage. In addition to this, the subject leader is responsible for supporting and developing staff's subject and pedagogical knowledge to enhance the teaching of Religious Education. Evidence gathered from the monitoring process, will be collated in the subject leader folder, fed back to staff at an appropriate time and be fed into the Religious Education action plan.

Impact

As a result of the high-quality learning experiences in Religious Education at Dishforth CE Primary School, learners will:

- Know more, remember more and understand more about the religions and beliefs of Christianity, other major faiths and those of non-faith.
- Be able to build upon their own beliefs.
- Be able to show respect to all people within their community and beyond.
- The majority of learners will achieve or exceed the age-related expectations in RE. They will have the foundations of the subject to develop their learning as they move on to secondary school.