Religious Education Intent Implement Impact

INTENT

Core Vision in RE in Bucks:

RE is a foundation subject within the national curriculum. This policy outlines the purpose, nature and management of the RE taught and learnt at Claytons Primary School.

The aim of Religious Education at Claytons Primary School is to help children acquire and develop knowledge and understanding of Christianity and all other main reliogions in the UK; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements of moral issues and enhance their spiritual, moral, social and cultural development.

In the EYFS the most relevant statements for RE are taken from the following areas of learning: • Personal, Social and Emotional Development • Understanding the World

'Challenging RE' is a most appropriate title for this Agreed Syllabus. RE should be academically, personally, spiritually, morally and socially challenging for us all.

The children will be taught RE following the Bucks agreed syllabus including full coverage of the 2016-2021 National curriculum. We aim to engage all children through a variety of activities, in-depth and inclusive discussions and rich experiences that support the curriculum as well as encouraging their own development.

An educational model for the inclusion of RE in the school curriculum:

How we behave affects other people and the world we live in.
This is why our behaviour is important.
Our behaviour is influenced by our beliefs and attitudes
which grow out of our experience.
RE is the opportunity to reflect on our experience and explore the beliefs, values and attitudes that guide us through life…
…through exploring the beliefs, values, practices and ways of life of the principal religions, other faiths and non-religious world-views.
We all play a part in creating the world we live in.
What we believe, whether religious or not, contributes significantly to this.
RE helps pupils (and the school as a whole) to reflect on the ways in which beliefs influence how people live their lives.

Aims of Religious Education

- ***Religious education enables pupils to:***
- *To understand the nature, role and significance of religion and belief in the world.*
- *To formulate reasoned opinion/argument and handle controversial issues and truth claims.*
- *To pursue their personal quest for meaning, purpose and value.*
- *To enter into meaningful dialogue with people of different beliefs and backgrounds, being able to appreciate and celebrate diversity, recognising what we hold in common and maintaining a respect for shared human values that can be experienced, expressed and responded to in diverse ways.*

IMPLEMENTATION- (Bucks Syllabus 2016-2021)

Statutory requirements

"Every Agreed Syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain"

"Religious Education is required to be included, alongside the National Curriculum, in the basic curriculum which all maintained schools must provide for their registered pupils; this includes those in reception classes and sixth forms, and is not confined to pupils of compulsory school age."

"If the parent asks that a child should be wholly or partly excused from Religious Education at the school, then the school must comply."

"As a whole and at each Key Stage, the relative content devoted to Christianity in the syllabus should predominate."

EYFS	In the EYFS, pupils follow the areas of learning as laid out in the EYFS curriculum and should choose material as appropriate.
Key Stage 1	Pupils should study Christianity plus one other religion in depth (Judaism recommended).This reflects best practice for younger pupils and the fact that the Key Stage lasts only 2 years.
Key Stage 2	Pupils should study Christianity plus *two* other religions in depth (Hinduism and Islam recommended).
Key Stage 3	Pupils should study Christianity and *two* other religions in depth (Buddhism and Sikhism recommended).

The children of Claytons Primary School are taught Religious Education from the Bucks agreed syllabus using the PlanBee scheme of work. RE is taught across key stage one and two on a two year rolling programme to ensure full coverage for all pupils. Each unit of RE is taught through an enquiry question which is then explored through work carried out throughout the whole unit with the enquiry question being the basis for all the work carried out. There are 6 enquiry questions each year. These cover the religions of Christianity, Islam, Hinduism, Judaism, Budhism, Humanism and Sikhism. At Claytons we are passionalte about making cross religion links and making links to British Values whish will allow for good discussions about the similarities and diffrreenecs of relgions and world views. These are taught on a two year rolling programme.

Skills development

At Claytons we are following the enquiry model which is designed to promote a form of the 'worldviews approach' to RE, based on the three foundation questions:

- *What does it mean to be me? (contextualised self-reflection)*
- *What does it mean to be you? (open and nuanced exploration of religious/non-religious content, concepts and experience from institutional and individual religion/worldview)*
- *What does it mean to be human? (universal application of concepts to pupils' sense of their place in the world)*

IMPACT

Assessments

The main method of gathering and assessing achievement is by a continuous process of teacher observations and the evidence in books. This is an informed assessment based on knowledge of the pupil and content of the lesson and written evidence. Appropriate skills have also been identified for assessment and judgements are made from both oral and written evidence. Assessment can also take the role of child observations, use of written evaluations and discussions about relevant topics. This evidence can be collected as a result of stimulating the children's natural instinct to learn through a variety of teaching and learning strategies including discussions about relevant topics and expressing their opinions where appropriate on a wide range of beliefs/attitudes.

The children are assessed against some 'I can' statements at the end of Key stage 1 and Key stage 2. They will also be assessed on their understanding of various attitudes and beliefs that they display throughout their time in school. These can be assessed from their written work from evidence in their RE books.Their beliefs and attitudes are also noted during discussions in assemblies and children are given opportunities to share these with others.

By the end of each key stage, pupils are expected to apply and/ or understand the matters, skills and processes specified in the relevant programme of study.

Teachers record information from each unit of work and plan their future work