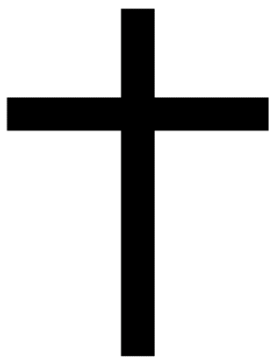
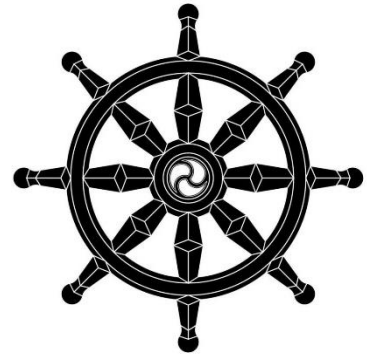


Moorside Primary School

Religious Education



Intent, Implementation, Impact

Intent

At Moorside Primary School, we are committed to providing a curriculum with breadth and depth that allows all our children to learn understand and apply a range of knowledge and skills with confidence and security. We value religious education (RE) as an important part of the children's entitlement to a broad, balanced and enriching programme of study. We strive for engagement from and achievement for all children by providing an inspiring knowledge and skill based, progressive curriculum that enables curiosity and critical thinking and learning. RE is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of children and supports wider community cohesion.

Cross-curricular dimensions such as identity, cultural diversity and community cohesion provide important unifying themes that help children make sense of the world and give education relevance. They reflect the major ideas and challenges that face individuals and society and can provide a focus for work within and between subjects and across the curriculum as a whole.

RE plays an important role in preparing children for adult life, employment and lifelong learning. It helps children become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE makes an important contribution to our duty as a school to promote community cohesion. It provides a key context to develop children's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

The areas of study we cover are informed by the Newcastle Agreed Syllabus and are planned to develop children's knowledge, skills and understanding. The Newcastle Agreed Syllabus contains the statutory content and key learning for RE in Newcastle. Parents have the right to withdraw their child from RE and we ensure that, in these cases, parents are aware of the RE syllabus and its relevance and respects their own personal beliefs. They are made aware of its learning intentions and what is covered in the RE curriculum and given the opportunity to discuss this, if they wish.

Implementation

RE is taught weekly and we believe this is important in enabling all children to gain a range of experiences and develop a variety of skills and approaches. By covering a broad and balanced curriculum this enables children to widen their cultural experiences. A variety of teaching approaches are used and are based on the needs of individual children following continuous assessment for learning. Learning intentions taught are in sequential order with opportunities given for repetition. The locally agreed syllabus is a statutory syllabus of RE and it reflects that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

Within our skills-based approach to RE, there is an emphasis on participation and practice. EYFS follows the 'Development Matters in the EYFS' guidance which states 'Understanding of the world' aims for all children in reception to make sense of their physical world and their community. Schools are not obliged to provide RE to pupils who are under compulsory school age, although there are many skills that can be developed in Early Years to secure a foundation of respect, curiosity and personal development.

For children to know more and remember more in each area of RE studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of skills are built into lessons. Through revisiting and consolidating skills, our curriculum and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in our vocabulary displays and additional resources to ensure that children are given opportunities to repeat and revise this knowledge.

Speaking and listening opportunities are actively planned for in order to develop the children's confidence in being able to discuss their learning. They are able to share their opinions in an environment built on respect and valuing the beliefs and opinions of others.

Cross-curricular outcomes in RE can be specifically planned for and observed discreetly throughout the school, with links being established where appropriate and opportunities for writing, reading and maths being exploited. Our school, group teaching approach, allows us to deliver pitch appropriate lessons to all therefore ensuring appropriate support, scaffolding, challenge and resources are given and used. Our school is at the heart of a diverse community and is sensitive to religious guidance. Our SEND and disadvantaged children are supported in learning RE through the use of visuals in the classroom and adapted planning and resources as necessary. Lessons are differentiated providing the appropriate level of support and challenge.

Impact

The impact of using a full range of resources in and outside of school, will be seen across the school. Our religious education curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills throughout and teaching of vocabulary also forms part of the units of work.

Classrooms across the school will be displayed with key vocabulary, spoken and used by all learners. Impact of learning can also be measured through key questioning skills built into lessons, effective assessment for learning strategies and summative assessments aimed at targeting next steps in learning.

Provoking challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops children's knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

It encourages children to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.

It enables children to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

It teaches children to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.

It prompts children to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

The impact of the school's religious education curriculum is measured through several means:

- Clear and reliable baselines for all children across all subjects.
- Outcomes for children at the end of every academic year.
- Progress and attainment data for all year groups throughout the academic year.
- Formative and summative assessment data.
- Levels of engagement in enrichment activities.
- Children's voices and views.
- On-going observations and monitoring of planning.
- On-going CPD for teaching and support staff.