



Eardisley CE Primary School

In all that we do our values shine through

Religious Education Curriculum Intent, Implementation and Impact Overview

At Eardisley CE Primary School, we follow and adhere to the principles of the Herefordshire Locally Agreed Syllabus. The Herefordshire Agreed Syllabus 2020 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus,¹ which is constructed to support pupils and teachers in fulfilling them:

- 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.
- 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.

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.

Subject: Religious Education

Subject leader: B. Knight

Intent	Implementation	Impact			
<p>Intent 1:</p> <p>To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that children know more, remember more and understand more.</p> <p>To create a curriculum that teaches children knowledge, skills and understanding so that every child has the opportunity to reach and exceed their potential.</p> <p>Intent 2:</p>	<p>The syllabus we follow is designed to support schools in developing and delivering excellence in RE. It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.</p> <p>Our syllabus sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. The teaching and learning approach has three core elements, Making Sense of</p>	<p>Pupils are assessed against the end of phase outcomes:</p>			
		<p>RE Teaching and Learning</p>	<p>End KS1 Pupils Can</p>	<p>End LKS2 Pupils Can</p>	<p>End UKS2 Pupils Can</p>
		<p>Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions;</p>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean</p> <ul style="list-style-type: none"> • give examples of how stories show what people 	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/ sources of authority and the core concepts studied 	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <ul style="list-style-type: none"> • describe examples of ways in which people use texts/sources of authority to

<p>To build a curriculum which nurtures children’s learning behaviours and develops a curiosity towards the exploration of knowledge so that they know more, remember more and understand more.</p> <p>To design a curriculum which grows the key skills of: collaboration, independence, resilience, communication, leadership, reflection and enthusiasm so that children know how they learn. To develop a love of learning that will stay for the rest of their lives.</p> <p>Intent 3:</p> <p>To build a curriculum which ensures children know right from wrong, celebrate diversity, understand their role in the environment and are ‘Life Ready’ so that they know more,</p>	<p>Belief, Making Connections and Understanding the Impact ,which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE outlined in our Intent Statement for RE.</p> <p>Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored. These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our schools.</p> <table border="1" data-bbox="622 970 1225 1374"> <thead> <tr> <th>Year Group</th> <th>Religions Studied</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>Children will encounter Christianity and other faiths, as part of their growing</td> <td>Consideration of other religions and nonreligious worldviews can occur at any key</td> </tr> </tbody> </table>	Year Group	Religions Studied	Notes	Reception	Children will encounter Christianity and other faiths, as part of their growing	Consideration of other religions and nonreligious worldviews can occur at any key	<p>recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p> <p>Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>believe (e.g. the meaning behind a festival)</p> <ul style="list-style-type: none"> Give clear, simple accounts of what stories and other texts mean to believers <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <ul style="list-style-type: none"> give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <ul style="list-style-type: none"> describe how people show their beliefs in how they 	<p>make sense of core beliefs and concepts</p> <ul style="list-style-type: none"> Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority <p>Make clear connections between what people believe and how they live, individually and in communities</p> <ul style="list-style-type: none"> using evidence and examples, show how and why people put their beliefs into practice in
Year Group	Religions Studied	Notes									
Reception	Children will encounter Christianity and other faiths, as part of their growing	Consideration of other religions and nonreligious worldviews can occur at any key									

<p>remember more and understand more.</p> <p>To design a curriculum which results in children developing key life-skills, and positive moral traits so that they understand their role within the community and wider world.</p> <p>To understand what it means to be a British Citizen or, someone from another country who lives in Britain.</p> <p>To be aware of the rule of law, tolerance and being mutually respectful whilst understanding what it means to live in a democracy and to have individual liberty.</p> <p>To experience cultural capital and to use this to make links across their learning.</p> <p>To be a person who can make balanced decisions</p>		sense of self, their own community and their place within it.	stage, as appropriate to the school context			worship and in the way they live	different ways, e.g. in different communities, denominations or cultures	
	Willow (KS1)	Christians, Jews and Muslims.						<ul style="list-style-type: none"> Identify some differences in how people put their beliefs into practice
	Beech (LKS2)	Christians, Muslims, Hindus and Jews						
	Oak (UKS2)	Christians, Muslims, Hindus and Jews						
	See also our RE Curriculum Long Term Plan.							
				Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)	
					<ul style="list-style-type: none"> give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make 	<ul style="list-style-type: none"> reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their 	

<p>and contribute economically and environmentally to society.</p> <p>Specifically, the Locally Agreed Syllabus and curriculum for RE aims to ensure that all pupils:</p> <ol style="list-style-type: none"> 1. Make sense of a range of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> • identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary • explain how and why these beliefs are understood in different ways, by individuals and within communities • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted 		<p>these and pupils' own lives and ways of understanding the world.</p>		<p>a difference to how pupils think and live</p> <ul style="list-style-type: none"> • give good reasons for the views they have and the connections they make 	<p>own responses, recognising that others may think differently</p> <ul style="list-style-type: none"> • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
<p>We are holders of the prestigious RE Quality Mark Award (GOLD), 2019.</p>					

in different ways,
developing skills of
interpretation

2. Understand the
impact and
significance of
religious and non-
religious beliefs, so
that they can:

- examine and explain how
and why people express
their beliefs in diverse
ways

- recognise and account for
ways in which people put
their beliefs into action in
diverse ways, in their
everyday lives, within their
communities and in the
wider world

- appreciate and appraise
the significance of different
ways of life and ways of
expressing meaning

3. Make connections
between religious
and non-religious
beliefs, concepts,

practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response

- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Throughout schooling, teachers should consider how their teaching contributes towards the

principal aim of RE in Herefordshire, and how they help pupils to achieve the threefold aims above.		
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