



**Intent, Implementation and Impact Statement**

**Intent**

<p><b>Learning for Living:</b> We want our children to be able to recognise and understand other religions as they get older. Our aim is two-fold. Firstly, to see how a lot of the key morals that guide the different religions are actually very similar, such as a sense of belonging, the role of charity and philanthropy, as well as how belief influence actions. Secondly, as friends, colleagues and partners in their future lives, they need to have an understanding and respect for other people's beliefs, but also an appreciation for how this may impact on the life of those around them. For example, knowing about the dates of important religious festivals, making reasonable allowances for the religious beliefs of others. It is imperative that as they navigate life, they have the skills to understand and respect others.</p>	<p><b>Respect:</b> The value of respect is the key aspect of the RE curriculum. Children learn that there are many kinds of religions and cultures, and that they all deserve respect. Children respect each other's ideas; they are encouraged to contribute to discussions, share their own beliefs, listen to other values, and work collaboratively on some tasks. We aim to create a learning culture in which the differences in our lives, are valued as learning opportunities, and we teach children to share their ideas with each other. Collaborative and group tasks are carefully planned for, to allow children to develop the skills they need for working together as well as challenge children to see links in ideals and values, not just religious beliefs.</p>	<p><b>Support and Challenge:</b> RE lessons are differentiated so that all children can access the same learning as far as possible. Children are given access to books and concrete objects, as well as one trip a year to a place of religious worship. This supports the children's learning by giving them an opportunity to experience items of religious significance and religious places that they would not have otherwise had access to. More able children are given tasks which extend their thinking beyond what they already know, encouraging them to make links beyond the ideas addressed in class. All lessons are differentiated to cater to children's needs, and teachers plan for all attainment groups. Children with more complex additional needs are supported by the Inclusion team.</p>
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**Implementation**

<p><b>EYFS:</b> In Nursery and Reception, RE is not taught explicitly as lessons. In Nursery and Reception, RE is embedded into the curriculum as children listening to and sequencing stories, taking turns in games, understanding the feelings of others, talking about their feelings and understanding consequences, discuss right and wrong, and developing a respect for their own culture, as well as the culture of others. This is taken from the Southwark Agreed Syllabus for RE. In Reception, the RE Days are officially marked by the children being read pre-selected books that focus specially on either religion, or on celebrating differences. The Early Learning Goal of People, Culture and Communities begins to develop children's understanding of others' religions and cultures.</p>	<p><b>KS1</b> RE is taught across 6 RE Days which happen once a half term. The day is split into 4 sessions which focus on: sharing prior knowledge, learning about a specific part of a religion, think about how and why that element is important, and creating a piece of art which reflects an emotion or an important symbol. In KS1, each year group has a Big Question that forms the basis of their learning. In Year 1 it is: What does it mean to belong? In Year 2 it is: Can stories change people? These are taken from the Southwark Agreed Syllabus. The work is recorded in floor books; each class has one. The children do their work on individual pieces paper which are put into an envelope and stuck into the floor book. Every year groups undertakes one trip a year to a place of religious significance, which has been chosen carefully to link to their Big Question. There are opportunities for practical learning for at least one activity per RE day for KS1 and digital learning is used towards the end of the academic year as the children get more used to using Chromebooks. There is a range of resources kept in school, which are being continually built up with each RE Day to make sure the children have access to the practical items necessary to help them with their learning.</p>	<p><b>KS2</b> RE is taught across 6 RE Days which happen once a half term. The day is split into 4 sessions which focus on: sharing prior knowledge, learning about a specific part of a religion, think about how and why that element is important, and creating a piece of art which reflects an emotion or an important symbol. In KS2, each year group has a Big Question that forms the basis of their learning. In Year 3 it is: How are symbols and saying important in religion? In Year 4 it is: What is special to me and the people in my community? In Year 5 it is: How do beliefs influence actions? In Year 6 it is: How are similarities and differences within religion? These are taken from the Southwark Agreed Syllabus. The work is recorded in floor books; each class has one. The children do their work on individual pieces paper which are put into an envelope and stuck into the floor book. Every year groups undertakes one trip a year to a place of religious significance, which has been chosen carefully to link to their Big Question. There are opportunities for practical learning and digital learning are embedded into at least one activity per year group. There is a range of resources in the RE cupboard, which are being continually built up with each RE Day to make sure the children have access to the practical items necessary to help them with their learning.</p>
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**Impact**

<p><b>EYFS</b> As RE is not formally assessed in EYFS as the themes and topics are focused on the child's own personal development, which is assessed and recorded by the teachers against the Early Learning Goals.</p>	<p><b>KS1</b> RE is not part of any statutory assessments and has no official criteria to assess against. Instead, children are assessed against their understanding of the WALT at the end of each session. Teachers have a sheet of paper</p>	<p><b>KS2</b> RE is not part of any statutory assessments and has no official criteria to assess against. Instead, children are assessed against their understanding of the WALT at the end of each session. Teachers have a sheet of paper</p>
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	<p>with the lesson objective at the top and a list of the children's names. During each session, teachers use AfL to assess how well the individual children are progressing in their understanding of the WALT. This data is then collected by the subject leader during books looks, once a term. This is used to inform any changes to planning that may need to happen. Every piece of work is marked in accordance with the schools marking policy for English, Humanities and Science. Results are not published.</p>	<p>with the lesson objective at the top and a list of the children's names. During each session, teachers use AfL to assess how well the individual children are progressing in their understanding of the WALT. This data is then collected by the subject leader during books looks, once a term. This is used to inform any changes to planning that may need to happen. Every piece of work is marked in accordance with the schools marking policy for English, Humanities and Science. Results are not published.</p>
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