



Intent, Implementation and Intended Impact Statement of our Religious Education Curriculum at Wawne Primary School.

Intent

At Wawne Primary, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. At Wawne Primary, our R.E. curriculum has firm foundations that begin with fulfilling the requirements of the National Curriculum for Religious Education. Pupils should have the opportunity of a broad, inclusive Religious Education, including studies of religious communities and non-religious worldviews. Our aim is therefore to provide a broad and balanced curriculum, ensuring the progressive development of knowledge and skills for all children. The aim of Religious Education in our school is to assist children in acquiring and developing knowledge and understanding of Christianity and other principal world religions and non-religious worldviews. Our pupils learn, throughout their learning journey, to appreciate the way in which religious beliefs shape life and behaviour. Through discussion and reasoning, pupils are able to make judgements about religious and moral issues. This is an important part of their spiritual, moral, social and cultural development and plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children.

We encourage children to ask questions and to reflect on their own beliefs, values and experiences as well as promoting British Values and making children aware of their rights and responsibilities. The teaching of R.E. encourages enquiry, debate, discussion and independence.

What makes us-us?

National curriculum requirements/cross curricular links

Our local environment and our community

National and international influences

Specific strengths and needs of our learning community.



This jigsaw ensures that the things we learn and the way we learn them are unique to our school community so that learning is not only informative, but is active, relevant and meaningful with a 'real world' influence and context. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help them become skilful creators. We want our children to view their Religious Education knowledge and skills not in isolation, but to recognise and make links between other curriculum subjects such as History, PSHE, Geography, Computing, Music and MFL. We want future teaching and learning to be built on previous experiences so that there are opportunities to practise skills and techniques to deepen and solidify their understanding.

Through the teaching of R.E. from an early age, we intend to develop a Religious Education curriculum which:

- Allows children to be part of creative and engaging lessons that will give them a range of opportunities to explore different religions and non-religious worldviews through a process of enquiry and research.
- Builds upon children's knowledge and understanding throughout their learning journey and prepares them to become successful in the next stages of their learning.
- Encourages children to have the ability to work both independently and in cooperation with others.

Implementation

At Wawne Primary, we use the R.E. Sacre Agreed Syllabus developed by East Riding of Yorkshire. This syllabus has recently been updated and from September 2022 will be implemented in Wawne Primary School. The curriculum for RE aims to ensure that all pupils develop religious literacy through:

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences.
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them.
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different worldviews. The inclusion of

worldviews enables young people to connect with religion(s) in a much more profound and inclusive way.

All children from Foundation 2 to Year 6 receive a weekly R.E. lesson in accordance with the syllabus requirement. This syllabus places enquiry at the heart of learning and helps to raise awareness of some of the sensitivities and challenges surrounding religion and its practice. Each unit of work builds on the previous unit allowing for continued progression from Early Years Foundation stage to the end of KS2. Following the guidelines, as presented in the agreed syllabus, as a school we have decided - on the basis of our local context - which religions and non- religious worldviews to study in each key stage. Each lesson builds upon what has gone before to ensure progression and embedding of the knowledge and skills.

At all key stages more time is spent on Christianity than on any other individual religion or worldview 'to reflect the fact that the religious traditions in Great Britain are in the main Christian' (Education Act 1988). Principal religions represented in Great Britain are usually regarded as: Buddhism, Islam, Judaism, Sanatana Dharma (Hinduism), Sikhi.

Other religions and non-religious worldviews may include: The Baha'i Faith, Church of Jesus Christ of Latter Day Saints, Jehovah's Witnesses, Rastafarians, Pagans, Hare Krishnas, African churches, Humanists, Atheists.

RE in the Early Years Foundation Stage is not a stand-alone subject but is an essential part of provision in order for children to achieve expected levels at the end of Foundation Stage, particularly in the People and Communities strand of Understanding the World. As with other aspects of learning, new ideas are introduced through adult-led activities and children are given the opportunity to develop ideas and consolidate their learning through questioning and exploring answers.

KS1 children study Christianity and one other principal religions plus one other religion or non-religious worldview.

KS2 children study Christianity and two other principal religions in some depth plus other religions and non-religious worldviews.

- At the start of each new topic, key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses.
- A love of R.E. is encouraged throughout the school via links with other subjects, applying an ever-growing range of skills with increasing independence.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. As a school we believe that the importance of RE for pupils with SEND Religion is the experience and expression of faith. Learning about religion and learning from religion are important for all pupils, as RE helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities. It provides opportunities to engage with religious concepts alongside other worldviews.

For many SEND children, learning is about overcoming barriers, recognising the limitations that their needs may put on their understanding of the world and trying to extend this little by little. In particular, there needs to be recognition that abstract thought or seeing things from the viewpoint of another person is often very difficult for them. In particular, RE offers pupils with identified SEND to

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs, culture and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour.

In response to these opportunities, pupils can make progress in RE

- by moving from a personal to a wider perspective
- by increasing their knowledge of religious beliefs, practices and experiences
- through developing understanding of the meaning of stories, symbols, events and pictures
- through developing and communicating their individual responses to a range of views.

For all pupils, their knowledge and understanding of different religions begins with awareness of diversity in the community, and the awareness that each person is unique and personally valued. Pupils with learning difficulties should have opportunities to explore what it means to be part of a group and to learn how to share with others. They express their ideas and feelings in a variety of ways.

We value the religious background of all members of the school and no presumptions are made about the religious background, beliefs and values of the children or staff. At Wawne Primary, we believe in giving pupils first-hand experiences including visitors to school and are very lucky to have members of the local church, St Peter's, who regularly visit and carry out assemblies and "Open The Book" Bible stories. We use the local church and other places of worship in our area, when possible, for educational visits and for Christian festival celebrations.

Intended Impact

The children of Wawne Primary enjoy learning about faith families and why people might choose, or choose not to follow a religion. Their understanding of other people's cultures and values is developed and they are able to make links and compare and contrast their lives with those of others in the community and the wider world.

The impact is that through questioning, answering and reasoning, pupils discover the value of R.E. in the world today, make clear progress in line with the agreed syllabus ARE and as they further their education these skills will continue to grow with them.