



## Statement of Intent and implementation for Religious Education

### **Curriculum**

We have identified **5 Golden Threads** that weave through our curriculum and underpin everything we do.

**Values:** “Our children will be good citizens and have a sense of belonging”

**Knowledge and skills-based:** “Are curious, aspirational and knowledgeable”

**Progression led:** “Our children will Do more, know more and remember more”

**Language and vocabulary rich:** “Are good communicators both orally and in writing”

**Experience rich:** “Are interested and interesting”

### **Intent**

The intent of RE at Larkhill is to engage pupils in enquiring into key questions arising from the study of religion and belief and promote their personal and spiritual development. We want our learners to develop an understanding of religious traditions and to appreciate the cultural differences that exist within our community and the wider world. We want to instil respect for other peoples’ views, tolerance and to celebrate diversity whilst allowing pupils the opportunity to embed their own beliefs and values. At Larkhill Primary School, our RE teaching reflects the plurality of worldviews and seeks to educate and inform and allow children to formulate their own thinking.

Through an enquiry-based curriculum with opportunities for first-hand experience of religious buildings and practices, we intend to develop children’s critical thinking skills and their knowledge, understanding of, and empathy of people and their beliefs, religious or otherwise. Our RE curriculum and teaching does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

### **Implementation**

At Larkhill we use the Discovery RE across all year groups. Discovery is an enquiry based scheme which incorporates a variety of learning steps in a sequential approach.

In the Early Years, RE is taught throughout the year to enable children to learn about many of the different religious festivals, understand why they are special and appreciate why they are similar from and different from others. Children in EYFS are given opportunities to apply their knowledge in child initiated learning.

In years 1 to 6 RE is taught on a weekly basis through a 4 step enquiry process of: engagement, investigation, evaluation and expression.

### **Knowledge and skills-based implementation:**

Discovery Re is planned and sequenced to ensure that children learn the full breadth of religions within and across year groups. Learners develop their skills as they undertake each enquiry. In each unit, the key knowledge needed to understand that particular religion or belief is built over time.

**Progression led implementation:**

Christianity is taught across every year group with Christmas and Easter explored in each year group, developing on children's previous learning. Other religions including Hinduism, Islam, Judaism and Sikhism are also incorporated throughout the scheme. The knowledge and skills in each year group build progressively to ensure that by Year 6 the children have a broad understanding of a range of religions.

**Language and Vocabulary rich implementation:**

Being able to talk about religious beliefs and articulate their own beliefs is a vital part of RE lessons. As a result, key vocabulary is taught explicitly in each unit in order to ensure that learners can explain their own views and those of others using the correct terms.

**Experience rich implementation:**

Where possible, we ensure that children can experience the religions that they are learning about. This may include through exploring artefacts, talking to representatives of that faith or visiting places of worship.

In light of Covid, teachers Liaised with previous teachers to establish coverage and have subsequently assessed the class through questioning and discussion at the start of any new topic to establish which element need to be taught first to address the COVID gaps

**Assessment:**

Pupils are assessed through formative assessment in every session. At the end of a unit, teachers record each pupils progress towards understanding the knowledge and skills that have been taught. At the end of the year information regarding coverage an progress of individuals is shared with the receiving teacher to ensure that learning in future years builds on what has gone before.