

RE at Intake Farm



Statement of Intent

At Intake Farm, the aim is to equip pupils with the knowledge and skills to prepare them for life in this ever changing, diverse world. This will be achieved by professionals delivering a broad, balanced and ambitious curriculum that will be planned in collaboration with each other, in order to build appropriately on prior knowledge. RE at Intake will incorporate values, (including school values and British values), teamwork, thinking skills and collaborative sharing/ debate. Visits to the local church will consolidate children's learning of Christianity, as will assemblies delivered by the local church and staff in school.

Context

Intake Farm is a one form entry primary school, where most of the children are White British. We are glad to have the support of the local Christian church and they provide us with opportunities to visit the church and come into school to help with assemblies. Whilst we do not have a high multitude of different faiths within school, we are committed to delivering a curriculum where children can learn and understand different faiths, customs and traditions. We recognise how important the moral, spiritual and personal development is to the whole child and aim to incorporate these through RE and PSHE. We also understand that our children have an increasing need to broaden their 'cultural capital,' as our area is somewhat deprived. We provide cross curricular RE lessons regularly to develop this in our children.

RE is taught through both weekly lessons and RE days where appropriate, in order to reach the requirement of 36 hours in KS1 and 45 hours in KS2. RE is not only done during RE days, as this is not the most effective way of consolidating learning. Therefore, lessons build upon visits and individual days to enable children to recall and remember their learning.

Aims

As stated in the Agreed Syllabus of 2021- 2026, children will:

A. Know about and understand a range of religions and world views, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
- Appreciate and appraise varied dimensions of religion.

C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Statement of Implementation

Teachers will ensure that RE is taught to a high standard across the year groups. Our aim is to inspire all pupils and enable them to achieve expected outcomes for RE. Our implementation outline involves the following:

- RE coverage will be planned strategically, ensuring that a range of religions are covered from years 1 to 6. Religions will be recapped throughout time to build on prior knowledge.
- Planning will allow children opportunities to understand customs and traditions of different religions, whilst giving children a chance to reflect on their own views. Planning involves teachers creating opportunities for questioning to encourage deeper thinking. Activities will be engaging, using a range of resources to consolidate knowledge. Lessons will allow children to discuss ideas with a group or partner to encompass a range of views. These sessions also allow children to develop their speaking and listening skills and to articulate their views. The British values are often taught through RE sessions, as these values often link with discussions around race and religion.
- Planning should also enable RE to be accessed through other areas of the curriculum throughout the year (e.g writing).
- Events and visits are available for all year groups to access. Most year groups visit the local church at least once a year to explore different events or issues. (Year 1 have linked their visit to Christingle, whilst Y5 have explored how the church help the homeless). Diversity week is usually planned each year to take place in the summer term. This is a themed week for all classes to engage with and the school shares their achievements and creations at the end of the week.

Inclusion and SEND

In terms of inclusion, RE encompasses a lot of experiences and festivals that children can relate to, as well religions that they may be a part of. A lot of self- reflection happens within RE, ensuring that there are no correct/ incorrect answers and all have a voice.

RE is studied by all children, as this is a compulsory subject. Questions and tasks are differentiated for SEND children. This may include the use of visual resources or practical tasks. Songs, videos and stories are embedded throughout teaching and learning to ensure that this is multi-sensory for the children to access.

The role of the leader- monitoring, CPD

The RE co- Ordinator will be responsible for ensuring that the long term plans/ progression documents and knowledge organisers are kept up to date, relevant and encompasses a range of religions and values. The RE policy will be reviewed annually and shared with staff.

The leader will monitor the progress of RE through book scrutinies, assessment monitoring using KPI's, learning walks and lesson observations. The leader will be responsible for feeding back to the teachers. Pupil voice will be heard through our RE ambassadors for each class, who will provide much needed pupil voice. The leader will meet with the ambassadors termly, to discuss the learning that has taken place over the term.

Visitors and visits to the local church will be organised by the co- Ordinator, with the help of individual class teachers. The RE leader will liaise with the PSHE leader to discuss any opportunities to cover some of those objectives.

Assessment - including feedback

Leaders can assess progress through the knowledge organisers and skills progression maps for their year group. Ultimately, we aim for children to recall and remember their learning, building on their prior knowledge. Our main goal is for children to articulate what they have learned and draw upon their knowledge to do so. Assessment for learning will take place regularly within lessons through marking and questioning in order to assess any misconceptions. RE should be incorporated onto class knowledge maps to encourage the children to know more and remember more.

For the PHSE and British values elements, the PHSE Association runs alongside the RE curriculum to embed concepts.

Questioning is a constant tool for assessment, including high order questioning to allow children to reflect on themselves and their feelings.

Quality feedback determines the understanding of the lesson and where appropriate, provides next steps for the children to respond and react to.

A termly KPI tracking grid is completed by teachers to track the progress of RE across the year. The subject leader is then able to see where the weakest areas of RE are across the year groups.

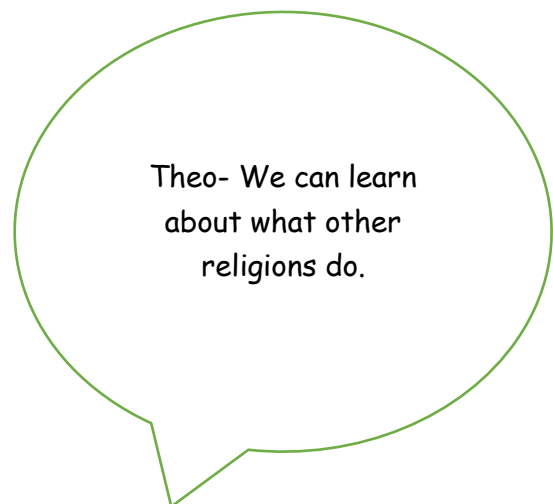
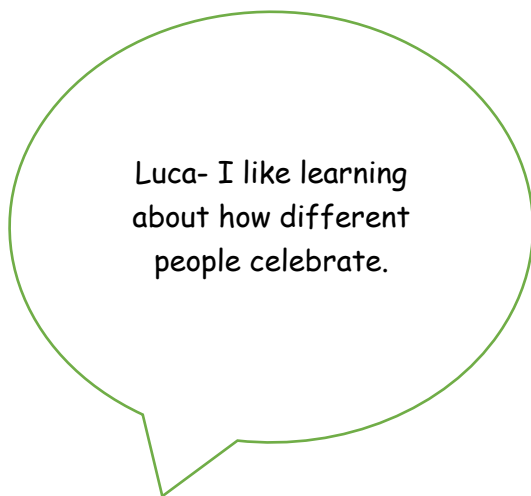
Measuring the Impact

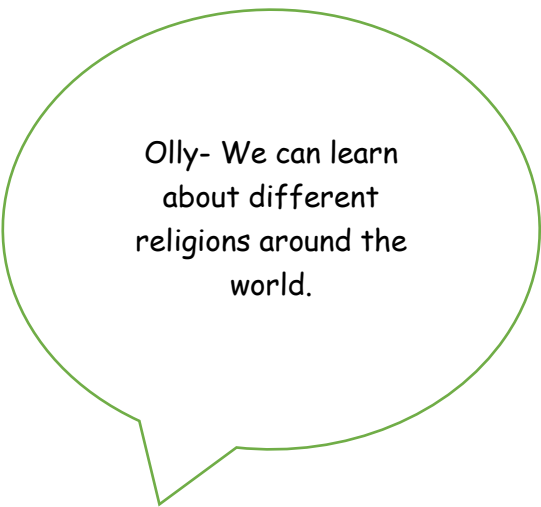
Policy success criteria

Pupil voice will be an important part of measuring the impact of children's learning against the intent. The RE subject leader will carry out pupil interviews to ascertain the knowledge and experiences that children have been able to remember. Additionally, formative and summative assessment will enable leaders to track children's outcomes, measured against the knowledge and skills framework. Monitoring of planning and children's work will be carried out to ensure that lessons are consolidating children's knowledge, whilst giving them opportunities to apply their knowledge and skills to other areas of the subject. Lesson visits by the RE subject leader will observe the teaching and learning of RE, ensuring that the curriculum provided is appropriate, ambitious and exciting. RE is reported in the end of year annual reports to parents and a termly update will be provided to Governors to outline our progress with RE as a staff and as a school.

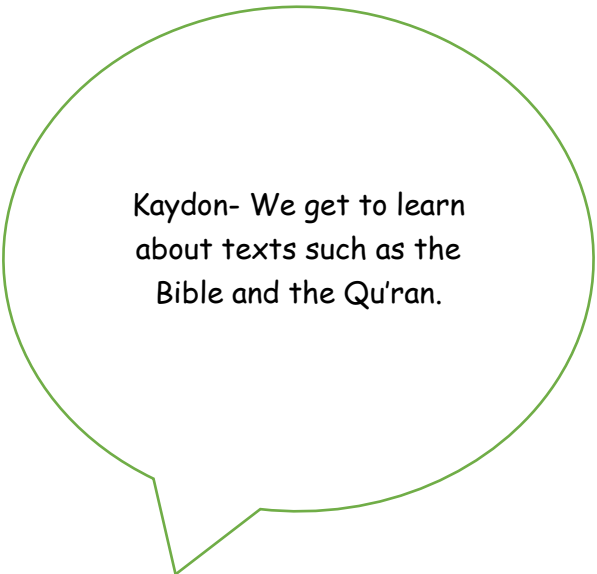
Pupil Voice

Here are a few examples of what the children at Intake Farm think about their RE learning:

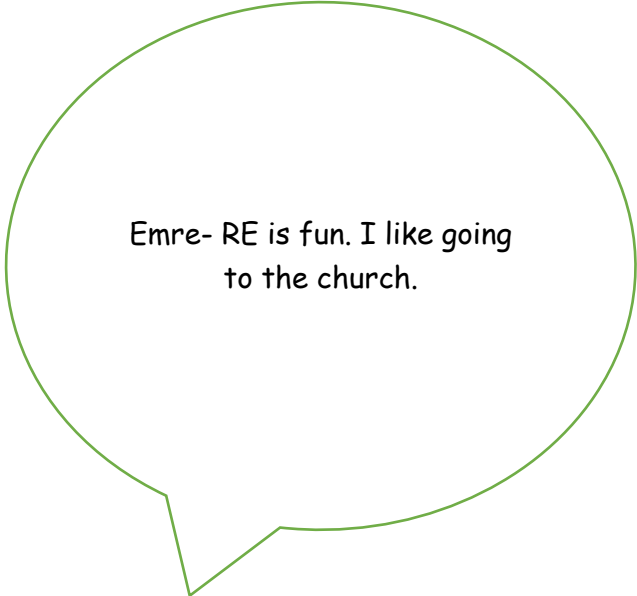


A green-outlined speech bubble with a tail pointing downwards and to the left.

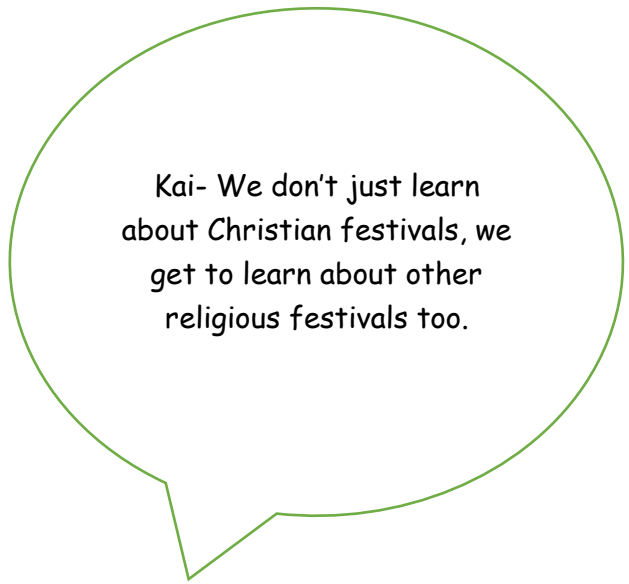
Olly- We can learn about different religions around the world.

A green-outlined speech bubble with a tail pointing downwards and to the left.

Kaydon- We get to learn about texts such as the Bible and the Qu'ran.

A green-outlined speech bubble with a tail pointing downwards and to the left.

Emre- RE is fun. I like going to the church.

A green-outlined speech bubble with a tail pointing downwards and to the left.

Kai- We don't just learn about Christian festivals, we get to learn about other religious festivals too.