



*We are a 'Light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.*



*Our values are Love (for God and each other), Independence, Generosity, Honesty and Teamwork*

## RE - Intent, Implementation and Impact

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### Intent

Religious Education is considered a 'core subject'. We use resources and planning from 'Understanding Christianity' and 'RE Today' to support teaching and learning. Children learn about and reflect on the key themes of: God, Creation and Fall, People of God, Incarnation, Gospel, Salvation, and the Kingdom of God. Our collective worship is wholly Christian but our RE lessons also include learning about other faiths, this is because it is vital that children are taught to understand and respect the views of others and for everyone to be able to express, reflect, develop and question their own views in a safe and mutually respectful environment. Our aim is that children will love learning about the Christian faith and love one-another by learning about other faiths. Our teaching focuses on exploring and discussing sacred texts, reflecting on religious practices and making connections. We use an enquiry-based approach and offer opportunities for children to engage, explore and express in their learning.

Our Christian values: Love, Independence, Generosity, Honesty and Teamwork will be at the heart of what we stand for. It is our aim that our Religious Education teaching explores modern day issues and will prepare students for adult life, employment and life-long learning.

### Implementation

The RE intent will be delivered through two different ways:

**Learning about religion** includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

**Learning from Religion** is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

### Impact

To monitor impact, teachers are required to undertake both formative and summative assessment to ensure that the children are making sufficient progress and work is provided for their level. The children record their work in various ways and evidence is kept in the pupil workbooks throughout each key stage. Work can be in written or pictorial form or verbal discussions and teachers use this as evidence of understanding and achievement. RE is enquiry-based learning. Therefore, the children spend the first lesson thinking about what they already know, what they think the topic will be like and thinking about any questions that they may have. Each topic will have a main enquiry question, with each session broken down into smaller questions to investigate. On the final lesson, the children will independently answer the main enquiry question they have been investigating. This can be done in a range of ways: writing, artwork, music etc.

Teachers will assess the depth and understanding of each child using their written work and participation in lessons for each topic based on the skills required for each topic.