



Subject III (Intent, Implementation & Impact)

Religious Education (2022-2023)

Intent:

The aim of Religious Education in Nottingham City and Nottinghamshire is that pupils will know about and understand a range of religions and worldviews. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion (Religious Education for all: Nottingham Agreed syllabus for all 2021-2026).

Intent at Robin Hood Primary School

At Robin Hood Primary School, we pride ourselves in our inclusive curriculum, providing all children with a range of rich and valuable learning experiences. The intent of our RE curriculum is to allow children to explore big questions about life, to find out what people believe in and what difference this makes to the way they live their lives. Each year group studies in depth a Religious Study, a Cross Religious Study and a Christian study. Allowing our children to make sense of religion and reflecting on their own lives and their way of living. We have a wide range of faiths and cultures within our school, so it is vital that our children study and respect the diverse beliefs within our local community.

The Purpose of RE

*Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It **helps young people develop beliefs and values, and promotes the virtues of respect and empathy**, which are important in our diverse society. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The Government is keen to ensure all pupils receive high-quality RE.*

Statutory Requirements of Religious Education for All as agreed by Nottingham City are:

- *Schools must obey the law by providing RE for every pupil in each year group, except those withdrawn by their parents (see above).*
- *The purposes of RE, the principal aim and its three-fold elaboration are the aims of RE in this syllabus. They are statutory. Schools must enable pupils to achieve in RE in relation to the aims.*
- *The minimum requirements for which religions are to be taught are statutory. Schools must teach about these religions and worldviews, so that pupils have a broad and balanced curriculum in RE from ages 5–14.*
- *The end-of-phase and age-related outcomes specified in the syllabus are statutory. Schools must use these to plan teaching and learning so that all pupils have a chance to meet these standards, which are similar to the age-related outcomes for foundation subjects of the National Curriculum such as geography or history.*

Implementation:

Planning/teaching:

RE is delivered throughout school using the Root and Branch progression document.

Impact:

At Robin Hood, we aim to provide children with a range of religious experiences and stories in order to promote virtues of respect and empathy.

<i>Teachers will plan a religious study in accordance with their year group on the Root and Branch document.</i> <i>Teachers will plan a cross religious study in accordance with their year group on the Root and Branch.</i> <i>Teachers will plan a Christian study in accordance with their year group from the Root and Branch.</i> <i>RE varies as we go through the school. In the Foundation Stage, children are taught the RE curriculum through different celebrations and festivals, such as Christmas and Diwali as they occur throughout the year. Some year groups have RE days, one per half term, to cover each objective in a meaningful way. Children are able to immerse themselves into the religion and culture for a whole day, rather than one session per week, which has worked very well. Bible stories are taught throughout the school and work can be found in both English and topic books.</i> <i>Teachers will plan and teach sequential lessons that build on children's prior knowledge. Where possible cross-curricular links will be made to essential questions or other subjects.</i> <i>Teachers will refer to the Root and branch and long-term plan to ensure the curriculum is covered and that the skills and knowledge taught is progressive from year group to year group. This allows children to acquire and remember at a deeper level.</i> <i>Where applicable, lessons will start with a re-cap on previous learning, this could be learning covered in a different topic or in a different Year group. This will improve memory retention and avoid loss of knowledge/skills previously covered.</i> <i>Subject specific terminology will be highlighted and children will have a clear understanding of what these terms mean.</i> <i>Children's work across the school will be celebrated and</i>	<i>Children will take enjoyment from their learning and will apply their learning to other areas of the curriculum.</i> <i>Children will be confident in communicating their understanding of subject specific terminology and content in a variety of ways.</i> <i>Pupils will become critical thinkers and innovative. They will problem solve and ask questions about the world around them and matters that affect them.</i> <i>Through carefully planned and implemented learning activities, the pupils will be able to explore big life questions and reflect on different ways of life.</i> <i>Pupils will show great collaborative skills when working within a group and autonomy when working independently.</i> <i>Through re-capping information and skills previously learnt, children will know more, remember more and understand more.</i> <i>Children will be provided with greater opportunities with wider links within the community. This makes resources more accessible for them and enriches learning.</i> <i>Children will become more knowledgeable of the different faiths, religions and beliefs in the world and become more culturally aware of the world around them.</i> <i>Children will make good progress against the National Curriculum objectives and will develop upon their prior knowledge/skills.</i> <i>Through on-going CPD opportunities and support provided, staff will feel knowledgeable on the subject and confident to teach high-quality, inspiring and engaging lessons that challenge and motivate learners.</i>
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put on display.

There is no time requirement for the amount of time RE is studied per week, so it can be flexible to suit each individual year group through themed days, trips to religious places, assemblies and lessons in class.

Wider curriculum:

Educational visits will be carefully planned and organised to enhance children's understanding of the knowledge/skills being taught (Places of worship, establishments).

External providers and visitors will be invited into school (key figures from within different faiths) to give projects a purpose and to enhance creativity and to increase the cultural capital from which children can draw on in the future.

Assessment for Learning:

Final outcomes will be celebrated in class or with a wider audience (pictures for website/ parents/ other year groups).

Teachers will conduct regular formative and summative assessments of children's learning and will record this on SIMS.

Subject lead monitoring:

Work and planning scrutiny will take place to ensure that a high-quality project is planned, taught and delivered each term. The schools planning proforma should be used at all times and should be made accessible on SharePoint. Work will be displayed in a variety of ways e.g. photos, write ups

Observations of lessons will take place to ensure quality first teaching takes place. Discussions will be held with children to give them a voice and ownership of their learning. This will also help class teachers to critically evaluate lessons and inform future planning.