



RE – Intent, Implementation and Impact

Intent

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community

By using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Implementation

Guidance released in 2010 views Religious Education as an important curriculum subject. It is the intent of Oldfield Primary that Religious Education promotes an enquiry-based approach through Discovery RE and The Pan-Berkshire Agreed Syllabus for Religious Education 2018-2023 /SACRE.

RE lessons at Oldfield are taught for 30 mins in KS1 and 45mins in KS2. This is taught on a weekly basis. Work is conducted in a variety of ways with examples and photographs of work collected in a 'floor book' for each class. In addition, EYFS/KS1 hold nativity shows each Christmas; while a variety of parent assemblies are held which showcase the children's learning. A whole school focus day may also be held on a subject, such as Festivals of Light, culminating in a whole Key Stage discussion and display, sharing our findings and thoughts. St Mary's Church deliver an assembly to KS1 and KS2 on a fortnightly basis.

Using the Discovery RE syllabus, every unit (enquiry) is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on verbal and critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

The recommended Discovery RE model for Key Stages 1 and 2, of studying Christianity plus one other religion in each year group, means both religions have multiple enquiries (or 6 week units) per year. This ensures that the children revisit prior learning for both religions throughout the year to build on the previous enquiries, and Christmas and Easter enquiries are built on year-on-year.

Impact

Before beginning each unit, children complete a formative, informal assessment of what they know about the unit being studied. Discussion and questioning are a large part of assessing pupil progress, along with work recorded in the 'floor book' of each class. Children carry out self-assessments at the end of units to evaluate the key question again, in light of their learning.

Pupils build on their skills and knowledge over time, revisiting religions as they move through the school. Examples of work are showcased in classroom displays and in outside areas. 'Floor book' scrutiny, learning walks and pupil discussions will monitor the subject's impact across the school.