



## **Intent, Implementation and Impact Document**

**Subject: RE**

### **CURRICULUM INTENT**

EYFS At Overstone School we recognise that children's access to Religious Education is very important in order to facilitate their personal, social and emotional development, understanding of the world, their place in it, how they relate to others and the ways in which they are able to express these ideas and feelings.

#### **EYFS**

##### **Outcomes**

###### **Learning about religions:**

Children will explore ideas about world religions and beliefs through stories and artefacts, art, food and music. They will find out about special places and experience festivals and celebrations. Through continuous provision and daily routines children will be able to explore these further and develop familiarity and confidence.

##### **Personal Outcomes**

###### **Learning from religions:**

Children will be able to develop their own responses to what they have learned about religions through planned enhancements to continuous provision, circle times, show and tell and unplanned child-initiated learning experiences, supported by Early Years practitioners.

Our R.E. curriculum allows children to discover and gain an insight into religions within the world that we live. We see the teaching of R.E. is vital for children to understand others beliefs and make connections between their own values. We endeavour to ensure pupils are being inquisitive by asking questions about the world around them by allowing pupils to gain high quality experiences. Our curriculum is inclusive, develops self-confidence and identifies that all our children are unique and therefore we should all be tolerant of each other's beliefs.

#### **KEY STAGE 1**

##### **Outcomes**

###### **Exploring religion, experience and feelings**

Children will learn:

- What people believe about God, humanity and the natural world
- How and why some stories are sacred and important in religion
- The main celebrations and how and why these are important
- How and why symbols express religious meaning
- Figures who have an influence on others locally, nationally and globally in religion
- Where and how people belong and why belonging is important

##### **Personal Outcomes**

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family and community
- What they believe, why what they think is important and how these influence their day-to-day lives

#### **KEY STAGE 2**

##### **Outcomes**

###### **Exploring religion, experience and feelings**

Pupils will learn to:

- Describe the key aspects of religions and beliefs and reflect on what it means to belong to a faith community
- Describe the practices and that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world
- Identify and begin to describe the similarities and differences within and between religions
- Investigate the significance of religion and belief in the local, national and global communities and what inspires us in our own lives
- Consider the meaning of religious expression and reflect on the significance of experiences that are difficult to put into words
- Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them
- Use specialist vocabulary in communicating their knowledge and understanding

##### **Personal Outcomes**

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family and community
- What they believe, why what they think is important and how these influence their day-to-day lives

#### **Transition**

Our Religious Education teaching is mapped out in the progression document and ensures that the transition between phases is smooth. Accurate assessment of children allows teachers to hand over.



## CURRICULUM IMPLEMENTATION

### EYFS

Religious Education in Foundation Stage is taught through high quality provision against the Early Learning Goals. Groups and individuals are identified as needed as part of continuous provision.

The curriculum is implemented through a balance of adult and child-initiated learning which includes:

Role-play

The use of artefacts

Stories

Show and tell

Festivals and celebrations

Food

Art

Music

The adults' spontaneous perceptions and awareness, as pupils work and talk together, will develop different aspects of thinking and questioning.

The curriculum for religious education at Overstone School is based on the Buckinghamshire Agreed Syllabus for RE 2016-21 and is implemented via the Oxford Diocese Living Faith Scheme of work.

In our scheme of work each unit has a 'Big Question' created to adopt an enquiry-based approach, encouraging pupils to explore religions, experience and feelings (KS1) or beliefs (KS2)

### **KEY STAGE 1**

Pupils study Christianity and Judaism in depth. Children develop awareness of other world faiths as part of whole Key Stage celebrations such as Diwali, Holi and Chinese New Year.

- They also hear about non-religious views held by members of the class and their families.
- They are taught to use basic subject specific vocabulary.
- They are encouraged to ask questions and explore and express their own views in relation to material that they are learning from.

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### **KEY STAGE 2**

Lower KS2: Pupils study Christianity and Hinduism in depth.

Upper KS2: Pupils continue to extend and deepen their knowledge of Christianity and study Islam in depth.

- They make connections between differing aspects of religion and consider the different forms of religious expression.
- They consider the beliefs, teachings, practices and ways of life central to religion.
- They learn about sacred texts and other sources and consider their meanings.
- They begin to recognise diversity in religion, learning about similarities and differences within as well as between religions and beliefs and the importance of mutual understanding.
- They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- They are introduced to an extended range of subject specific vocabulary.
- They learn to express their own ideas in response to the material they engage with.

## CURRICULUM IMPACT

Children at Overstone School will:

- Have a stronger awareness of the world around them and will be mindful of the beliefs of others.
- Feel they are valued as individuals and that their beliefs are valued and celebrated.
- Have enjoyment of the R.E. curriculum that will promote creativity, achievement, confidence and inquisitive minds.
- Feel safe to learn new things and share their beliefs with others in an accepting environment.
- Leave the school with a sense of belonging to a community where they have the confidence and skills to ask questions, make decisions and self-evaluate.

The impact of the RE curriculum is evident through the pupil voice. Surveys and questionnaires are used to gain children's opinions and subject knowledge and this is fed back to staff. Pupil voice alongside 'in the moment' assessments is used to further develop lessons.

### EYFS

#### **Observations/ Drop in / Learning Walk:**

Observations of pupils ongoing access to selecting and using resources and developing their RE skills through exploration to be monitored termly. Alongside this, pupils to be given the opportunity to talk about their developing RE skills and work they have produced. To reflect 'pupil voice' for this subject. Collection of evidence of pupils learning and creative work to be part of this also.

**Policy Review:** Review to be conducted as and when required – ensuring links to EYFS Exceeding outcomes.

**Staff / Pupil Voice:** Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

**Assessment:** Ongoing assessment using EYFS Assessment tool.



### **Key Stage 1 & Key Stage 2**

**Observations/ Drop in / Learning Walk:** One of these to be carried out termly. Alongside this, pupils to be given the opportunity to talk about their developing RE skills and work they have produced. This will reflect 'pupil voice' for this subject and be used to move the subject forward with the pupil's ideas/ gaps in learning being incorporated. Pupil/Teacher discussion of floor books to be part of Observations/ Drop in / Learning Walks.

**Policy Review:** Review to be conducted as and when required.

**Staff / Pupil Voice:** Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

**Assessment:** Assessment of RE to be monitored throughout the year and provide information for pupil's transition into new year group/key stage – using target tracker. Progression of skills document to be used by teacher's for assessment of skill coverage within their year group/key stage.