**Sherdley Primary School**

Our Intent, Implementation and Impact statement for RE

RE Intent

The Religious Education (RE) teaching at Sherdley Primary School promotes the spiritual, moral, social and cultural development of the children. It reflects the fact that the religious traditions in Great Britain are mainly Christian whilst recognising and accepting the teaching and practices of other principal religions represented in Great Britain. The school has developed a curriculum map, progression map, knowledge organisers and AREs from the local authority agreed Syllabus for Religious Education (SACRE). RE is taught to all children except those who are taken out by their parents.

Children will develop their own beliefs and values, although we will not steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies. Our teaching enables the children to learn about religious stories, including Holy text stories and those about religious festivals, identify simple features of religious life and practices, recognise religious words and symbols, and explore religious artefacts and how they are used.

RE Implementation

The RE curriculum is led by an experienced member of staff who has gained an in-depth subject knowledge of religions by completing an RE Access to Higher Education qualification, which they have used to support colleagues who are not as confident. They attend training and network meetings with other RE leaders across the local authority to discuss all areas of the RE subject area and current issues. The RE coordinator then feeds back relevant information to colleagues to improve the delivery of RE.

The curriculum map, progression of skills map and assessment criteria have been reviewed to ensure it follows the Lancashire Agreed Syllabus which the school’s Local Authority approves for primary schools. The RE coordinator has used dedicated subject leadership time to compile a list of helpful resources to enable RE lessons to be taught with access to important artefacts.

RE teaching is delivered in a ‘block’ of lessons for at least one week per half term. This is to enable children to easily remember knowledge and vocabulary taught in lessons and to relate and apply it to new knowledge and skills for increased understanding. Knowledge organisers have also been created by the RE coordinator to aid children with knowledge retention and to assist teaching staff who may need support with knowledge of particular religions.

Lessons are planned and delivered in a variety of ways to ensure that all children can access and participate in activities. Interactive and practical activities, such as handling artefacts and exploring sacred texts, encourage the children to discuss thoughts and extend their understanding of difficult concepts and challenging questions. Additional opportunities within the school day and involving the whole school, such as school assemblies, are also able to be accessed by children to broaden their knowledge of religious concepts.

RE is assessed at the end of each taught unit of work by the class teacher using AREs, which indicate how the child’s learning is progressing throughout and between year groups in order to address this accordingly. Key vocabulary is also used as an assessment tool to inform teachers of how well an RE unit has been taught and learnt.

RE Impact

The children at Sherdley Primary School enjoy learning about other religions and exploring their beliefs. They can compare and make links between their own lives and those of others who choose to follow a religious way of life from various cultures around the world. Most children make good progress with the RE learning as evidence by the school’s most recent assessment data (end of academic year 2020/21), which shows that at least 70% of children in each year group from Year 2-6 are achieving the age-related expectations in RE.