**RE Intent, Implementation and Impact**

**Intent**

**We will ensure that all pupils:**

1. Know about and understand a range of religions so that they can describe, analyse and explain beliefs and practices, as well as identify, investigate and respond to questions posed.
2. Express ideas and insights into religions and worldviews so that they can sensibly explain how beliefs and practices influence individuals and communities. Children will also be able to express their own responses to questions about diversity, identity, meaning and value
3. Gain and deploy the skills needed to engage seriously with religions and worldviews. This will ensure children can find out and investigate key concepts and questions relating to belonging, meaning, purpose and truth and respond creatively to these.
4. Children will consider and develop an understanding of what enables different individuals and communities to live together respectfully, and articulate clearly when explaining what is important in their own and other people’s lives.

**Implementation**

The teaching of RE involves direct teaching accompanied by whole class, group, paired or individual activities. Pupils are actively involved in learning through a range of teaching styles, including enquiry, exploration, discussion, and asking and answering questions, as well as the use of artefacts and through inviting faith visitors into school. Wherever possible links are made to other curriculum areas such as art, music, creative writing and drama. When planning and teaching within RE, teachers follow the principles of Rosenshine. This involves: providing clear models, careful use of questioning and assessment, independent practice and reviewing learning.

Religious education is statutory for all pupils registered on the school roll. The statutory requirement for Religious Education does not extend to F1. Children in F2 have, however, a legal entitlement to RE in line with the Agreed Syllabus. At West Road, pupils in F1 and F2 will be given opportunities to meet the appropriate Development Matters and Early Learning Goals. The Prime Area of PSED and specific area of Understanding the World are covered throughout Foundation Stage. Foundation stage will cover the following festivals: Harvest, Diwali (Hinduism), Christmas (Christianity), Easter (Christianity). Foundation Stage will also teach a range of stories including, The Story of Creation, The Good Shepherd and Noah’s Ark.

As a minimum within Key Stage One, children will be taught knowledge, skills and understanding through learning about Christianity and Judaism. Pupils may encounter other religions and worldviews, including non-religious worldviews within their units of study.

As a minimum within Key Stage Two, children will study the religious traditions of Christians, Muslims, Hindus and Jewish people in depth. Other religions are not excluded from the curriculum, and may be studied alongside these. As well as this, other non-religious worldviews, including for example Humanism, will also be represented in the classroom.

It is hoped that all children, regardless of religious affiliation, will take part in the R.E. programme. However, parents have the right to withdraw children from RE lessons, after consulting with the head teacher.

**Impact**

Assessment begins in the planning stage when teachers consider prior knowledge and understanding of children, and it is important that children are aware of expectations and have clear learning outcomes to work towards.

Pupils will be assessed through a variety of strategies such as discussion, marking of work and observations. The progress and development of each individual child will be tracked using statements linked to the curriculum and this will enable teachers are continually aware of their pupils’ achievements in RE. Progress or highlighted gaps in knowledge will be used to inform future planning.

Judgements and assessments will not be made about the child’s personal beliefs, opinions and reflections, but will instead focus on the development of pupils’ knowledge, skills and understanding.