



Edmondsley Primary School

Subject: Religious Education		
Intent	Implementation	Impact
<p>Through Religious Education at Edmondsley Primary School, children develop their knowledge of world faiths and enhance their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. Through enquiry and key questions, All pupils are encouraged to ask questions about the local community, national and world and reflect on their own beliefs, values and experiences.</p> <p><u>We encourage and foster:</u></p> <p>Critical thinking, asking questions and exploring a variety of answers, rooted in the beliefs of key religions.</p> <p>An ability of pupils to describe and explain religious beliefs and the way in which these beliefs may be expressed.</p> <p>An ability of pupils to describe and explain some sources of authority and teachings by studying different world views and religions.</p>	<p><u>RE in the Early Years</u> Within our Early Years Curriculum there is a strong focus on understanding and growing our children’s own experiences. RE is taught in Early Years through hands-on experiences by looking at religious artefacts, learning about religious celebrations and pupils having the opportunity to begin to reflect on their own beliefs. Beginning to learn about Christmas and Easter in the Early Years is linked tightly to the learning of the rest of the school.</p> <p><u>RE in Key Stage 1 and 2</u> Our Religious Education curriculum is based upon the Durham Agreed Syllabus (revised in 2020). Our curriculum is centred around enquiry-based learning and provides a coherent and systematic approach to RE learning. This enquiry takes the form of research, class discussion, asking and answering questions and conducting community of enquiry sessions.</p> <p>In Key Stage 1 and 2, the children are taught through the three elements of RE: knowledge and understanding of religion, critical thinking</p>	<p><u>Assessment</u> The evaluation of what knowledge, skills and understanding the pupils have gained against the unit expectations is completed termly by Key Stage 1 and 2 teachers. Each teacher shares their assessment with the RE lead. Discussions around the next steps for the class and individuals is completed at this time.</p> <p>The Early Years team complete ongoing assessments which culminate in an end of year assessment.</p> <p>Children are given valuable opportunity for self-reflection in RE; this forms a non-assessed element of the subject.</p> <p><u>Curriculum Impacts:</u></p> <ul style="list-style-type: none"> • Pupils enjoy RE lessons • Pupils of all abilities succeed in RE lessons because work is matched to their abilities • Pupils develop critical thinking skills, be able to ask and answers challenging questions about religious beliefs and understand that not all questions will have an answer or may have several answers

<p>Knowledge and understanding of how beliefs impact individuals, communities and society through enhancing their well-being and society relationships.</p> <p>Awareness of religious diversity within the local community and the wider world.</p> <p>Understanding of how the wider world and environment is important across different religions.</p> <p>Opportunity for pupils to reflect on their own ideas, opinions and beliefs.</p> <p>Understanding, appreciation and respect that others may hold different religious views from ourselves.</p> <p>The belief that through RE, pupils will be equipped to challenge prejudice, discrimination and racism.</p>	<p>and personal reflection. At Key Stage 1, Children focus upon Christianity and Buddhism. In Key Stage 2, the children develop their knowledge of Christianity and are introduced to Sikhism, Hinduism and Islam. Pupils consolidate their learning further through thematic units, for example learning about how and why religious people show care for others and how those with a religious faith care for the environment. Continuity and progression is achieved by building on the knowledge, understanding and skills that pupils gain across and between key stages.</p> <p>The Christian festivals of Christmas and Easter are covered by a whole school approach, with a particular focus on the diverse ways the local community to wider world celebrate these Christian celebrations. This allows pupils to develop an in-depth understanding of Christianity – allowing understanding of British heritage and also a solid basis for comparisons with other religions.</p> <p>Whenever possible, teaching is supplemented with trips to places of worship or visits from people from local faith communities (For example Sacriston Methodist Church & Newcastle Gurdwara), enhancing our interactions and</p>	<ul style="list-style-type: none"> • Pupils apply their RE learning to their own experiences of a multi-faith world • Pupils gain subject knowledge across the key world religions – this will allow them to lead lives as informed, respectful and appreciative individuals • Pupils are equipped to challenge prejudice, discrimination and racism • Pupils become self-reflective in their own ideas, opinions and beliefs and develop their own spiritual wellbeing • Through studying religious identity and belonging, pupils are keen to make a positive and helpful contribution to their own community.
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	understanding further of our local communities.	
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