



Together Everyone Achieves More

Through....Loving learning, loving each other and loving life itself

AGAPE: The Good Samaritan (Luke 10: 25-37)

North Curry C of E Primary School
RE Intent, Implementation and Impact Statement

Intent – our agreed ways of working **Approach to Religious Education**

As a Church school academy we follow the Diocesan guidance for RE which is to implement the Locally Agreed Syllabus 'Awareness Mystery and Value' with an adjustment in the balance of learning opportunities toward Christianity, in order to fulfil our Trust Deed. This will be supplemented by the use of the 'Understanding Christianity' resource.

We value the contribution RE makes towards our mission statement. RE also plays an important part in fulfilling the aims of the school.

The three statutory aims of the curriculum are to develop successful learners, confident individuals and positive contributors. RE has a vital role to play in the development of these core aims.

Our curriculum promotes spiritual development by enabling children to experience wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and culture. Also, by encouraging children to consider different beliefs and expressions of awe and wonder in spiritual practices such as worship and prayer.

Implementation – everyday delivery

In planning for RE we try to use a collaborative approach to learning that focuses on the 'Essential Core' or 'Core Concepts' approach. We ensure that we are clear about what we are trying to achieve and how we organise learning to achieve our aims. We use key questions and core knowledge to promote deeper learning. There is a balance of whole class, group and individual work. We use visits, visitors and the local Church of St Peter and St Paul as essential resources when teaching RE.

We encourage all teachers of RE to adhere to the following non negotiables when planning, teaching and assessing RE.

Planning

Follow the whole school long term plan



North Curry C of E Primary School
RE Long Term Plan 2025/26



	Autumn		Spring		Summer	
Year R	Unit 1: Special me - Who are we?	Unit 2: Special times - Christmas & Hannukah	Unit 3: Special places - Church building & Synagogue	Unit 4: Special times - Easter & Passover	Unit 5: Special stories - God/creation	Unit 6: Special stories - Jesus
Year 1/2	Unit 3: What do Christians believe about love? (Agape)		Unit 4: What do Christians believe about Salvation? Link with Easter		Unit 5: What do Jewish people believe about God and the Covenant?	Unit 6: What do Jewish people believe about Torah?
Year 2/3	LKS2 Unit 2.1 Judaism - Torah	LKS2 Unit 2.2 - Judaism - G-d and the Covenant	LKS2 Unit 2.4: Christianity Salvation		LKS2: Humanism	
Year 4/5	LKS2: Humanism (Year 5: Humanism Unit: Oak Academy)		UKS2 Unit 2.10: What do Christians believe about Salvation? (Links with Easter)		UKS2 Unit 2.9: What do Hindu people believe about Dharma, Deity and Atman?	
Year 6	LKS2: Humanism (Year 5: Humanism Unit: Oak Academy) UKS2: Humanism		UKS2 Unit 2.10: What do Christians believe about Salvation? (Links with Easter)		Pilgrimage and Worldviews: Oak Academy	

Plan for a weekly RE lesson: minimum one hour per week (10% of teaching time)

KS1: 36 hours per year

KS2: 45 hours per year

Use the exemplars from the AMV website for your medium term plan
<http://www.amvsomerset.org.uk/resources/exemplars/>

Amend and annotate for your class

Teaching and Learning

Reflection time – response to teacher’s questions from the previous lesson

Recap sticky knowledge at the beginning of every lesson (based on the previous one)

Clear learning objectives that are clearly displayed, shared and understood

High expectation of pupil progress within the lesson:

Core religious concepts/vocabulary to be explicitly taught and regular checks to ensure understanding (e.g. through sticky quizzes)

Use of effective teacher questioning (especially open questions) to promote understanding and reflection

A wide variety of different teaching and learning strategies to promote progress in learning for all children ensuring good differentiation

Effective opportunities to promote Spiritual, Moral, Social and Cultural development
(<http://www.amvsomerset.org.uk/requirements/re-and-spiritual-moral-social-and-cultural-development/>)

Ensure that the following skills are central to religious education, and are reflected in learning opportunities:

Investigation, Interpretation, Reflection, Empathy, Analysis, Synthesis, Application, Expression and Self Understanding

Children's Work/Learning

Evidence in books should show a worldviews approach

A wide range of opportunities for writing in RE books and include evidence of individual contributions to class discussions

Topic sheet to be stuck in books at the start of new RE units of work with 'We will be learning to:' and key vocabulary

Expect the same high standard of presentation in RE books as in English books (see KS1/KS2 RE presentation policy – to be signed and stuck in all RE books)

Marking

Every piece of work should be marked with a question

Children should be given time at the start of the next lesson or before they start their next piece of writing to respond to the teacher's questions in green pen

Assessment

Ensure children know what their next steps are

Track progress carefully and plan each lesson for progress

Use sticky knowledge quizzes/continual assessment for each child

Complete the end of unit assessment for each unit and record outcomes on Curriculum Maestro termly

Use the overall RE assessment to make your end of year judgements for reporting

Impact – How are we making a difference?

The impact of our RE curriculum is as follows:

RE helps pupils become **successful learners** by enabling them to:

- develop important skills, knowledge and understanding in RE;
- build progression from simple skills such as naming recognising and recalling, to complex and demanding skills such as synthesis and critical evaluation;
- develop understanding of both learning about and from religion and belief;
- engaging with powerful and important questions of meaning and complex, demanding ethical issues;
- understand both conflict and collaboration within and between religions and the importance of inter-faith dialogue;
- reflect upon and evaluate the role of religion and belief in the world today;
- mature in their spiritual moral, social and cultural development;
- build effective links between their learning in RE and other subjects;
- know how well they are doing in RE and how to improve their learning.

RE helps pupils become **confident individuals** by enabling them to:

- develop important attitudes such as sensitivity, open-mindedness, self-esteem and appreciation / wonder;
- share their own views, ideas and experiences, in a supportive learning environment, without fear or embarrassment

- develop the ability to produce reasoned, thoughtful arguments and well-substantiated conclusions, especially when engaging with questions of meaning and ethical issues;
- develop both dependent and inter-dependent learning in RE;
- express their own ideas and responses in a variety of ways such as creative writing, oral work, the use of ICT, drama, story and music;
- engage with and reflect upon key beliefs and teachings in religion regarding the purpose, value and dignity of human beings.

RE helps pupils become **responsible citizens** by enabling them to:

- develop both respect and sensitivity to other people's beliefs and values;
- learn about and from the contribution of religion and belief to Community Cohesion through engaging with school, local, British and global communities;
- actively contribute to RE lessons through group and class discussions;
- learn about and from the diversity of faith and beliefs in their local, wider, British and global communities;
- analyse how and why religion and belief are portrayed in the media;
- critically evaluate the role and place of religion in the world;
- enrich their learning through visits and visitors;
- investigate and reflect upon their rights and responsibilities;
- develop the key attitude of open mindedness, sustaining their own views, agreeing and disagreeing respectfully and listening carefully to others.

Monitoring, lesson observations and informal drop-ins are done regularly where linked to any action plans within the Quality Improvement Plan .