



Intent, Implementation and Impact

Intent

The curriculum intent for RE is firmly rooted in our school desire to give all children strong foundations from which they may become **successful, independent learners for life** and is centred around our school values of **think, collaborate, persist**.

Children are taught religions in order to gain knowledge and experience of major faiths around the world and gain deeper understanding of the diverse and inclusive world in which we live. Our RE teaching engages, **inspires**, challenges and provides pupils with opportunities to think critically, ask questions as well as respect the views of others. The RE curriculum strives to embed equality and diversity, through RE lessons and enrichment activities where children are empowered with the knowledge to understand a wide range of cultures and beliefs. Misconceptions, fears and stereotypes are sensitively addressed.

Implementation

- Religious Education is taught through three concepts of 'belief and worship', 'festivals', and 'significant people' to ensure that children can make meaningful links throughout their whole school learning
- Teachers use the Cheshire agreed syllabus which has been adapted to meet the needs of our pupils.
- Subject overviews and planning documents ensure teachers have good understanding of which religions and concepts are taught and when.
- During their time at Parklands, pupils are taught Judaism, Islam, Christianity, Sikhism and Hinduism.
- There are 3 units of work taught across the year.
- We start with a question for the RE lesson.
- Vocabulary is taught explicitly with multiple opportunities for the children to understand concepts.
- A range of artefacts are introduced to the children.
- Retrieval grids are used at the beginning of each lesson as an assessment for learning tool. These reinforce prior learning. Assessment for learning provides teachers with precise insight into pupil's misconceptions informing responsive teaching and targeted future support.
- Knowledge organisers are bespoke to the unit that classes learn about and adapted for pupils with SEND. These are used as a tool for teaching and learning as well as supporting pupil retention of knowledge and assessment for learning.
- Teachers have consistent, high expectations of the quality of work produced and it is valued through good work assemblies, class presentations and school displays.
- Where necessary, lessons are adapted to meet the needs of all learners, including those with SEND and ensures equal access for all.
- Links are made to British Values where this is appropriate.



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- Children are given the opportunity to engage with visitors and go on a range of visits to develop their understanding of religion.
- In Early Years children are provided with experiences and opportunities to celebrate difference opinions.
- In Early Years children are given a variety of resources which promote diversity and curiosity of a variety of beliefs.
- In Early Years children celebrate a range of festivals.

Impact

By the time our pupils leave Parklands, they

- Have a strong awareness of the world around them and can articulate their knowledge and understanding of a range of world religions.
- Enjoy learning about religion and have the confidence to ask questions, debate and share their own values, ideas and beliefs with others.
- Respect different religions, beliefs, values and traditions and the views of others.
- Feel valued as individuals and know that their beliefs are valued and celebrated.
- Understand the influence of faith and belief on individuals, societies, communities and cultures.
- Make links between their own lives and those of others in their community and wider world.
- Explore questions of beliefs and values in relation to a range of contemporary issues in an every-changing society.
- Develop their own sense of identity and belonging, preparing them for life in the wider world.
- Have the skills and knowledge necessary to support their future religious education learning in key stage 3.