

Subject Leader Curriculum Intent, Implementation and Impact Overview

Subject: RE

Subject Leader: Fran Farrell

Intent	Research link	Implementation	Impact
To provide the basis of good teaching in religious education and, as a result, enable children to be open to the plurality of ways in which people live within our local and national communities and the world.	<p>Balksbury Federation's learning value of 'Respect' teaches the federated community to embrace the differences in people's views and opinions.</p> <p><i>'All children need to acquire core knowledge and understandings of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.'</i> Michael Gove, Religious Education Council Review (2013).</p> <p>RE can help pupils 'consider challenging questions of meaning, purpose, truth, values and commitments, and the answers offered by religions and non-religious world-views' S. Pett (Religious Education, the Teacher's Guide, 2015)</p>	<p>Teaching staff are provided with planning using the Living Difference III approach which focuses on conceptual enquiry.</p> <p>The subject leader supports staff to build on the medium term plans provided by Hampshire RE and also those developed by Balksbury Federation.</p> <p>Throughout Year R and Key Stage One, children develop their understanding of religious concepts through learning about Christianity and Judaism. At this stage, the concepts taught will be predominantly common to all people (A concepts); however, in Year Two concepts that are shared by many religions will begin to be introduced (B concepts). Over Year Three and Year Four, children continue to learn about Christianity and begin to study Hinduism. They continue to build their knowledge and understanding of A concepts but an increasing number of B concepts are introduced. In Year Five and Six, children learn about Christianity and Islam. The degree of complexity with which the children engage with A concepts increases and the concepts themselves become more challenging, for example: 'Interpretation' and 'Sacrifice' (Year Five). By Year Six, children study B concepts and concepts that are distinctive to particular religions (C concepts) are introduced.</p>	<ul style="list-style-type: none"> Children at Balksbury Federation gain knowledge and understanding of the way people make sense of the world through religion and belief. Children at Balksbury are curious, creative learners who are not afraid to tackle 'big ideas' and offer their thinking to others. Children express their knowledge and understanding of religions and beliefs in a variety of ways, including through writing, art, construction, music, ritual and drama. Children will achieve age related expectations in RE at the end of their cohort year.
To enable children at Balksbury Federation to feel safe and secure and allow them to grow within their Social, Moral, Spiritual and Cultural (SMSC)	<p>The National Curriculum (2013) states that every state-funded school must provide a balanced and broadly based curriculum that</p> <ul style="list-style-type: none"> promotes the spiritual, moral, cultural, mental and physical development of pupils; prepares pupils at the school for the opportunities, responsibilities and experiences of later life. <p>DfE (2013)</p> <p><i>'Religious education contributes dynamically to</i></p>	<p>Staff model to children positive values including how to look after themselves and others, encouraging them to seek help, support or advice whenever they need it.</p> <p>Through Balksbury Federation assemblies, children are taught about the United Nations Convention on the Rights of the Child articles which have been chosen to link to British Values. These have been chosen to ensure that children learn to respect their rights and the rights of others.</p> <p>Assembly themes provide children with an understanding of the</p>	<ul style="list-style-type: none"> Children consider and develop their own ideas about how they make sense of their lives and the world in which they live. Children develop a sense of right and wrong and what it means to be human.

wellbeing. This will provide children with skills to support them in school and also beyond the classroom.	<p><i>children's and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human."</i></p> <p><i>Religious Education Council (2013)</i></p>	<p>rules which promote a safe federated environment.</p> <p>Across our curriculum, assemblies and also the outside organisations (such as NSPCC,) invited in to school our children are taught how to keep themselves safe (including Esafety, road safety, fire safety).</p>	
To support the promotion of British Values	<p>Balksbury Federation recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We understand the vital role we have in preparing children for life in modern Britain.</p> <p><i>'Informed teachers realise how some common approaches to learning about religion can lead to simplistic and inaccurate representations of religion and be mindful that there are many highly educated bigots and racists. Therefore, they seek to perpetuate an education of a kind where such attitudes are less likely to be thoughtlessly reproduced by those they teach. Developing such teaching should give pupils the space to reflect on why material covered in RE matters to them personally, and why it matters to other people, to the world now and in the future to their society, and to their future.'</i></p> <p><i>M. James and J. Stern Mastering Primary Religious Education (2019)</i></p>	<p>Assemblies (both class and whole school) celebrate significant religious festivals not covered within the RE curriculum, for example: Divali.</p>	<ul style="list-style-type: none"> Children develop an appreciation of the diversity of belief within their peers, the school, the wider community and, ultimately, the world. Children will develop respect for views which differ from their own.