

Intent Statement Little Munden - RE

We are a Church of England school with strong links to our Church (All Saints, Little Munden), and our community. We provide weekly RE lessons for every child, as well as 4 times weekly Collective Worship. Each half term we focus on a particular Christian Value, learning about the Bible stories linked to that value, and how it fits with our British Values.

Intent:

Our RE teaching (alongside our Christian values based education) aims to:

- provoke challenging questions (at a level appropriate for the child)
- encourage pupils to explore their own beliefs
- enable pupils to build their sense of identity and belonging
- teach pupils to develop respect for others
- prompt pupils to consider their responsibilities

Our RE lessons are intended to offer a broad and rich RE curriculum which allows for a variety of ways to explore religions, our own and others' communities, and personal development and wellbeing. We intend lessons to provide high quality, coherent and progressive experience of RE, and to include cross-curricular learning wherever possible.

During RE teaching and learning, as well as in the wider life of the school, we aim to provide children with learning for the following (based on the Understanding Christianity Text – Impact – Connections model):

Text and religious artefact knowledge:

- **Beliefs and teachings (from various religions)** (HS 1, 2)
 - o Understanding the key teachings of various religions.

Impact on the lives of believers:

- **Rituals, ceremonies and lifestyles (from various religions)** (HS 1, 3, 4, 5, 7)
 - o Exploring the day-to-day lives and practices of various religions.
- **How beliefs are expressed** (HS 1, 3, 4, 7)
 - o Understanding how books, scriptures, symbols, art and readings convey beliefs.

Connections across and between religions and other areas of the curriculum:

- **Time to reflect and personal growth** (HS 4, 5, 6, 7, 8)
 - o Showing an appreciation for how religion plays an important role in people's lives.
 - o Exploring identity and who we are.
 - o Developing positive attitudes to people with different beliefs.
 - o Reflecting on their learning and relating it to their own experiences.
- **Values (in your own life and others' lives)** (HS 3, 5, 7, 8)
 - o Showing an appreciation for what people value and how it is an important aspect of their life.
 - o Making sense of right and wrong and choices we make.
 - o Explore different types of communities and their values and beliefs.

This also covers all eight key areas of learning which we are required to teach by the Herts Agreed Syllabus for Religious Education (2017-2022):

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| - 1. Beliefs and Practices | - 5. Identity and Belonging |
| - 2. Sources of Wisdom | - 6. Ultimate Questions |
| - 3. Symbols and Actions | - 7. Human Responsibilities and Values |
| - 4. Prayer, Worship and Reflection | - 8. Justice and Fairness |

See the bracketed HS numbers above for where each of these key areas fits into our learning aims, although there are links to most areas in most aims.

Implementation:

In EYFS, Religious Education is taught both discreetly and within their topic learning. Much of their RE learning happens during stories and discussions about different cultures, as well as learning about religious and cultural festivals as they occur during the year. This gives the children a basis on which to build from KS1 onwards.

For KS1 and KS2, our RE overview (based on Understanding Christianity, the Emmanuel resources for other religions, and topic based units at the end of each academic year) offers a broad range of study, but is not used exclusively. It is adapted as appropriate and necessary for individual cohorts. Children's interests and own beliefs allow RE lessons to be adapted to ensure RE teaching and learning is individualised and interesting for the children.

In KS1, children learn about Christianity and Judaism, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about Christianity, key world religions (Hinduism, Islam, Buddhism), as well as atheism and humanism, including deeper understanding of the origin of those religions and their key stories and teachings.

Throughout both key stages, emphasis on values, personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. Good use is made of our own church building for RE lessons, for example in EYFS to explore the church building, in KS1 to learn about baptism and weddings, and in KS2 to learn about differences between religious buildings and the parts of our own church.

In addition to RE lessons which are taught weekly in each class, there is a strong culture of Christian values. This is developed through the focus on our half-termly Christian values, through our Collective Worship structure, through class worship areas, through our links with our church, and through our celebration of those values. Therefore as well as their RE lessons and the learning which happens within them, the children receive a solid grounding in the key stories, teachings and values of Christianity.

Impact:

The impact of our RE lessons will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion.



All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development and the fact that, despite their own or their parents' beliefs, we are a church school with strong community links.

The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. High quality work is produced and evidenced, showcasing a deep understanding of Christianity and the main religions of the world. This evidence will be seen through using correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.