



## Religious Education (RE) Intent, Implementation and Impact Statement

### Intent

At Widmer End School, our intent is to teach a broad and balanced RE curriculum. We intend to not only learn about major world faiths, but from them, in order to understand the role of religion and belief in local, national and global contexts. Our children are taught to reflect on what it means to have faith and also develop their spiritual knowledge and understanding of the world around them.

Throughout our school we base our teaching and learning on the idea that RE allows children to learn about religious ideas, practices and traditions, as well as reflecting on and exploring their own values and beliefs. It is not taught as discrete modules, such as 'Christianity' or 'Islam, instead, it is taught using key questions so that pupils can explore the question in relation to various faiths before reflecting on their own beliefs and values. In our school, RE teaching is not a fact based exercise, rather it aims to develop both thinking and reasoning skills of our learners.

Through RE at Widmer End, we aim to develop the children's knowledge and understanding of the major world faiths whilst allowing them time to reflect on questions of meaning and belief. We aim to enable children to develop a sound knowledge of world religions, especially those that are the main faiths of children, within our school. We will help children learn from faith as well as learning about religions.

### Implementation

By exploring issues within faiths, children learn to understand and respect different values and traditions (including ethical life stances), and their influence on individuals, societies, communities and cultures. Through the uses of distinctive language, listening and empathy, RE develops pupils' skills of enquiry and response.

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. RE does not seek to urge religious beliefs on children by promoting one religion over another.

(RE is not the same as collective worship which has its own place within school life.)

There are two main educational purposes to RE:

1. So that pupils learn about themselves and their place in the world from their study of religion and worldviews.
2. So that pupils can learn about religions and worldviews which have influenced the lives of millions of people and heavily influenced the development of different human cultures.

*(The Buckinghamshire Agreed Syllabus for Religious Education 2022 - 2027)*

Following the [Buckinghamshire SACRE Agreed Syllabus](#) (updated June 2022); The six principal faiths are Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

Our RE curriculum is planned according to the Buckinghamshire Agreed Syllabus supported by a structured, published scheme of work (Twinkl Planit RE), taking into account the beliefs of the children who attend the school, their families and the community around us. We ensure that all children build upon their prior learning and ensure that they have the opportunity to develop skills and knowledge throughout the unit of work.

### Early Years Foundation Stage (EYFS)

We begin the teaching of RE in EYFS by providing child-initiated learning and plan adult-led learning focusing on the background, experience and needs of the children. This will include relating encounters of religions and other world views from books, times, places, objects and special people. For reception RE forms part of the objectives set out in the EYFS Framework where it falls into many areas of learning but can be seen to underpin the learning most predominantly in Understanding of the World.

### Key Stage 1

In KS1, children begin to look at Christianity and other religions, focusing on celebrations and rituals.

### Key Stage 2

In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings.

Throughout all key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from EYFS to the end of KS2.

At all key stages, strong links are made with the teaching of English. Stories, plays and poems from the Bible and other religious and moral sources will be shared with the children. Art, Design technology and Drama will be closely linked with Religious Education as children use these subjects to communicate what they have learnt. On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.

We aim to make use of our local places of worship as a resource for learning and include people within the community as visitors to classes. Each year group should undertake either a visit or have a visitor each year. This aims to help make RE relevant and interesting to the children.

### **Impact**

At Widmer End, through the design of our curriculum children will have a broad and balanced understanding and awareness of the world around them. Through their R.E. learning, the children will:

- make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life
- acknowledge the diversity, religions and beliefs of their local community, and know their own value in adding to this.
- be confident in discussing philosophical questions and know how to be respectful as a listener, reflecting on questions of meaning; offering their own thoughtful and informed insights into religious and secular world-views
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society
- be sensitive to the views and beliefs of others, and know that religious education has an impact on the future evolution of society.

Our children will leave school with a strong sense of belonging, with the confidence and skills to make decisions, to self-evaluate, and to continue to ask important questions to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.