

Harlow Inspirational Learning Trust
Intent-Implementation-Impact Statement

☐ Milwards

Subject: Religious Education

Intent

- Develop their knowledge and understanding of Christianity and other religions, including their beliefs, values and traditions, supporting the development of tolerance and respect.
- Develop an understanding of how beliefs and values impact followers' lives and what this looks like, supporting the development of empathy.
- Reflect on how this relates to them and their own lives and on their own beliefs and values as well as the choices they have.
- Reflect on fundamental questions about human life and religious beliefs and worldviews.
- Develop their sense of identity and belonging by celebrating differences and cultures, encouraging all pupils to feel valued.
- Support pupils' spiritual, moral, social and cultural (SMSC) development.
- Engage and get actively involved in lessons.

Implementation

- In Reception and Nursery, RE is taught in conjunction with other subjects in order to develop pupils in a well-rounded and all-inclusive manner.
- In KS1 and KS2, teachers plan from the RE Progression document and School LTP, using the Essex Agreed Syllabus to guide the content to ensure broad coverage and reduce repetition and in line with the school's curriculum drivers: Awe, Ambition and Citizenship.
- The curriculum will reflect religious traditions in England with a large proportion of Christian teaching while taking into account the teachings and practices of the other principal religions represented including: Judaism, Islam, Hinduism, Buddhism, Sikhism and Humanism. It will also include work on worldviews that are not religious.
- The RE curriculum units follow the enquiry cycles: Engage, Enquire, Explore, Evaluate, Express.
- The RE curriculum will provide opportunities for pupils to develop a range of skills and attitudes including: investigating, discussion, empathy, interpretation, comparison, evaluation, application, analysis, respect, self-understanding and enquiry.
- In EYFS the pupils will begin to experience and talk about family customs, routines and significant events, explaining their own knowledge and understanding and beginning to ask questions. They will begin to notice similarities and differences between themselves and others.

- In KS1, pupils learn about specific religions and worldviews and their teachings and practises, largely focusing on Christianity and Islam. They will begin to compare their own ideas with religious beliefs and develop an understanding of how their actions affect others.
- In KS2, pupils will learn about a greater range of faiths and worldviews, make comparisons between them and be able to explain elements and differences with growing independence. They will ask and discuss more challenging questions about life and develop a greater sense of self.
- Across all key stages the children will have a range of opportunities to experience RE through practical, engaging tasks within and beyond the classroom.

Impact

- Pupils will understand key teachings, practices and lifestyles of different religions and worldviews, and will begin to make comparisons.
- Pupils will understand and be able to explain how religious beliefs or worldviews impact the lives of the followers and how they show it.
- Pupils will be able to express their own values, feelings and identities and begin to relate these to religious beliefs or teachings or worldviews.
- Pupils feel valued and a sense of belonging.
- Pupils will show an awareness of morals and rights and wrongs beyond rules.
- Pupils will be tolerant, respectful and empathetic towards others, understanding different views and values.