



THURSBY PRIMARY SCHOOL

Intent, Implementation and Impact Statement

RELIGIOUS EDUCATION (RE)

Intent

At Thursby Primary School, our pupils will develop a secure understanding of different religions and aim to promote curiosity and love of learning through enquiry-led intentions, questions and discussions. Our intent is to be ambitious with the curriculum, use stories, artefacts, historical places, songs, poetry, places of worship, drama and discussion to plan and promote activities that support our children to become independent and resilient.

The RE curriculum will be delivered in accordance with the statutory requirements of the Cumbria locally agreed syllabus in Religious Education which will prepare and equip children to take opportunities, risks and experiences into their future. Through RE we aim to develop pupil's respect for all, educating our children to be tolerant and valued members of the community. Our RE curriculum supports our children to develop their own set of values and be able challenge negative opinions and actions, recognising diversity, respecting other's viewpoints and developing tolerance of others outside of their community.

The aims of teaching RE in our school are:

- To engage, inspire and challenge pupils, equipping them with knowledge and skills to experiment, discuss and create their own values and beliefs.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of religion. They should also know how religious education reflects and shapes our history, and contributes to the culture, social and historic aspects of our nation and beyond.
- To explore, discuss and record their ideas, opinions and experiences.
- To evaluate and analyse different religions using the language of different festivals, religious texts and artefacts.
- To know about great religious role-models and understand the historical, social and cultural development of their religious faiths and beliefs.

Implementation

To ensure high standards of teaching and learning in RE, we implement a curriculum that is progressive throughout the whole school. RE is taught from EYFS to Year 6 using the JigsawRE program focusing on knowledge and skills enquiry stated in the National Curriculum (revised 2014) and covered by the Cumbrian Agreed Syllabus in RE (revised 2023). At Thursby, we ensure that RE is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' and meaningful experiences.

The RE curriculum supports enquiry based learning to study the key traditions and beliefs of world religions. Pupils are taught to understand and respect the importance of religious beliefs in the world around them. The program allows pupils to explore themes and concepts within religion, drawing on beliefs from a range of different faiths and world views. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages – that is why an enquiry approached was implemented, encouraging higher-order thinking and allowing our pupils to explore in a way that is meaningful to them. The progression of this scheme ensures the curriculum is covered and the skills and knowledge taught are progressive from year group to year group.

When teaching RE, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's

judgement. Children showing extensive aptitude in RE will be celebrated in weekly celebration assemblies and an end of term curriculum assembly which parents attend. These children may also have their work displayed in school.

At Thursby Primary School, we provide a variety of opportunities for RE learning inside and outside the classroom. Every year, we take part in an enrichment day where the subject leader plans fun, engaging activities linked to RE for the children to complete. The enrichment day also offers an opportunity for parents to engage with the school and participate with their children's learning.

Educational visits are another opportunity for the teachers to plan for additional RE learning outside the classroom. At Thursby Primary School, the children have many opportunities to experience RE on educational visits. The children have visited their local Churches and local religious buildings and we utilise visitors into school to share learning and have hands on experiences.

Impact

Within RE, we strive to create a positive, supportive and collaborative ethos for learning by providing exciting, enquiry based learning opportunities. To help children gain a coherent knowledge of understanding and beliefs as individuals and as part of a team. Through the study of RE, children combine their values and skills which allow them to reflect and evaluate their work past and present recorded within their books and displays.

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of work in books.

Inclusive Learning for SEND in RE

At Thursby School we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in RE learning.

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.

- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.