



## **Religious Education Intent, Implementation and Impact Statement**

### **Intent:**

At Court Lane Infant School, the child is at the centre of everything we do. We seek to provide high quality Religious Education which encourages children to explore their own beliefs (whether these are religious or non-religious) and to engage with and embrace different religions and cultures. Our intention is for our children to value, celebrate and explore a range of different religions. We encourage children to be tolerant and respectful to the ways in which people live and the beliefs they hold by providing them with immersive experiences allowing them to develop knowledge and understanding of Christianity and other religious traditions.

Using the Living Difference IV syllabus allows us to introduce children to what a religious way of looking at and existing in the world may offer in one's life. Through the use of this syllabus, children first attend to their own experience and that of others but also discern what is valuable to those living a religious life. Religious Education plays an educational part in the lives of children at Court Lane Infant School as they prepare to communicate, think and act appropriately in an ever-changing, complex multi-religious and multi-secular world. It provides them with the personally enriching and intellectually challenging opportunity to examine questions, foster personal reflection and allows for spiritual development.

### **Implementation:**

At Court Lane Infant School, we study aspects of what it means to live in the Christian traditions (Abrahamic) along with a depth study of Jewish traditions (Abrahamic). We also complete an overview study of Hindu traditions (Dharmic). We also study a unit on Sikh traditions (Dharmic) in Year 2. If there are children from other traditions in the class, the teacher can also include these traditions in the curriculum.

At Court Lane Infant School, we follow Living Difference IV. This syllabus is the agreed syllabus for Religious Education (RE) in Hampshire, The Isle of Wight, Portsmouth and Southampton. RE lessons follow a cycle of enquiry into a concept. A cycle of enquiry takes place over several sessions. The steps of the enquiry cycle are Communicate, Apply, Inquire, Contextualise and Evaluate. In the Early Years Foundation Stage (EYFS) and Key Stage 1 (Year 1 and 2), we follow the recommendation from the syllabus of teaching 36 hours per academic year. In Year 1 and 2, we teach RE lessons in blocks of approximately 6 hours each half term.

The following concepts will be taught and explored in each year group:

- Year R – Belonging, Celebration, Special, New Life, Storytelling and Looking Forward
- Year 1 – Thanking, Symbol of Light, Change, Changing Emotions, Belonging and Special
- Year 2 – Welcoming, Community, Authority, Remembering, Special and God (including Love)

At Court Lane Infant School, we believe enrichment opportunities are important. In order to enhance many of our Christian units of RE, we have visits from our local Reverend to support the children's understanding of how the concepts learnt are contextualised in the Christian traditions.



Year 1 children also visit a local church. We also arrange other visitors where possible including a Jewish visitor to support particular units of work.

Teachers formatively assess children throughout an RE unit of work and plan opportunities to build on prior learning. In light of formative assessment, adaptations will be made to teaching to cater for the needs of all pupils and provide appropriate challenge. Teachers also complete summative assessment once per term for RE using assessment criteria from the Hampshire Living Difference. The RE leader plans and monitors the teaching and learning of RE across the school.

### Impact:

Through engaging and memorable Religious Education lessons at Court Lane, children gain an understanding of different beliefs, cultures and ways of life. They also develop their critical thinking and communication skills as well as learn to express themselves and listen to the views of others. Children demonstrate their RE understanding (including the use of subject specific vocabulary and knowledge) through discussions, drawing, drama, making things and writing. Evidence of children's RE learning is captured in a variety of ways including photographs, observations in their Tapestry learning journal and in their RE books. All children have an RE book which they begin in Year R and take through to the end of Year 2 which allows them to show the progression of their skills. Through pupil voice we have learnt that children enjoy learning about different religions and think RE is fun. They particularly enjoy activities such as listening to stories, making things and having visitors.