

RE Intent, Implementation and Impact

The intent of our RE curriculum is to deliver a curriculum which:

- is accessible to all
- will maximise the outcomes for every child so that they **know more, remember more and understand more**
- enables pupils to find out what people believe and what difference this makes to how they live, so that they can make sense of religion
- enables pupils to become independent and responsible members of a society who understand and explore big questions about life
- allows pupils to reflect on their own ideas and ways of living.

We use a multi-disciplinary approach where pupils study through the lenses of Theology, Philosophy and Human and Social Sciences..

Pupils will be equipped with systematic knowledge and understanding of a range of religions and a worldview, enabling them to develop their ideas, values and identities. Teaching encourages pupils to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

Intent	Implementation	Impact
<p>The curriculum at Kingsfleet positively shapes pupil’s learning experiences and values</p>	<p>Kingsfleet follows the Programme of Study for RE as suggested in the Suffolk Agreed Syllabus 2023 and has a scheme of work that reflects this for each Key Stage. We use the Emmanuel units to deliver concept-based teaching through an enquiry approach.</p> <p>Pupils are taught knowledge, skills and understanding through learning about Christians, Jews, Muslims, Hindus, Sikhs, Buddhists and Humanists.</p> <p>Big questions are set that over-arch units and can additionally be explored cross-circularly. Concepts are studied through specific key questions and through the lenses of Theology, Philosophy and Human and Social Sciences.</p>	<p>Pupils will make at least good progress from their last point of statutory assessment or from their starting point in EYFS.</p> <p>Enquiry-based learning enables pupils to develop knowledge and skills to take their place in multi-cultural Britain.</p> <p>In developing knowledge about other religions and world views and relating these to heritage, culture and communities, pupils’ social disadvantage of living in a less diverse seaside community is addressed.</p>

Each unit of work identifies subject knowledge necessary to teach competently and builds upon prior knowledge.

RE is taught each half term and is normally blocked to enable recall and development of ideas.

Children gain a deeper understanding of the religion studied through the use of high quality resources/artefacts and including on-line materials, artwork, stories and visits.

Key questions built on concepts foundational to the religion or world view are explored in a manner appropriate to the pupils' age and experience, drawing on links to current culture, media and local opportunities.

A wide range of teaching approaches are used to engage the pupils and help develop knowledge and understanding: drama, modelling, story-telling, hot-seating, debating etc.

Elements of SMSC and personal development are embedded through teaching.

Through engaging with religious narrative, arts and music cultural capital is built.

Working with others develops thinking, resilience and confidence.

Pupils' ideas are valued and pupils learn to respect the ideas and beliefs of others.

Pupils are encouraged to learn from the beliefs and ideas of others and reflect on how these might impact their lives.

<ul style="list-style-type: none"> • The curriculum is rooted in the skills and knowledge that children need to succeed. 	<p>We use a progression in vocabulary to ensure that pupils have the correct vocabulary to communicate their ideas.</p> <p>Reading material is at an age appropriate level when possible.</p> <p>We use a progression of skills to ensure that pupils have an appropriate focus within which to extend their thinking and communicate their growing ideas. Specific tasks are built into each unit to develop these skills.</p> <p>Pupils regularly have tasks based on writing, art, music, sculpture etc. from the religion or worldview. Inspirational people from the religion/worldview are also introduced and discussed.</p> <p>Some higher level assessment strategies are given. These solo taxonomies ask pupils to link religious ideas together in a way that makes sense to them and explain the links.</p>	<p>Pupils have an appropriately developing religious literacy enabling them to be successful readers and communicators of their ideas. Key vocabulary becomes embedded by reuse.</p> <p>Pupils will continue to develop their reading to be successful across the curriculum.</p> <p>Confidence is built.</p> <p>At each stage, pupils can be successful as learning is explicitly underpinned by progression of content, religious literacy and skills. They are well-prepared for the next step in their learning. Year 6 leave confidently prepared for RE and discussion work across many subjects in High School.</p> <p>Pupils are able to talk about things outside their immediate experience.</p> <p>Cultural capital is built. Pupils continue on their journey to be educated citizens through developing an appreciation of creativity and achievement.</p> <p>Pupils achieve at greater depth.</p>

<p>The curriculum is well planned and sequenced and reflects the school's local context by addressing gaps in knowledge and skills.</p>	<p>Units have been arranged into a whole school long-term plan with a logical progression of content. Since teachers know what has been taught in previous years, they are then able to make links to prior learning to further understanding of the new concept.</p> <p>Progression of vocabulary and skills enables an explicit teaching so pupils acquire the intended knowledge and skills.</p> <p>The Emmanuel units were written in Suffolk by Suffolk practitioners. They include material which reflects the local context e.g. songs and charities.</p> <p>The school has close links with the local Church of England church. The vicar, the church and members of the congregation are often used as a resource for teaching.</p> <p>We seek opportunities to have visits from people of faith or no faith who discuss their ideas and why they are important to them. We arrange visits to places of worship.</p>	<p>Pupils build on prior experience and make links in their learning to successfully acquire the new knowledge and skills.</p> <p>Learning becomes embedded and children become fluent users of both religious literacy and the skills needed to communicate their ideas. This leads to greater depth.</p> <p>Pupils are able to see the relevance of belief by close links to people and places they know.</p> <p>Pupils learn the close connection between the church and the community that they learn in. They build cultural capital through visits to a building important to the community and British culture which they may not visit under normal circumstances.</p> <p>Gaps in pupils' knowledge are addressed and they are exposed to wider experiences. It provides opportunities to build cultural capital.</p>
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