*“The drive for excellence and effectiveness in Church Schools is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God, is a sign and expression of the Kingdom and is at the heart of the church’s distinctive mission.” (Chadwick 2012)*

**Religious Education Curriculum:**

**Intent, Implementation and Impact**



**Intent**

The aims of RE:

* *to enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.*
* *to enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.*
* *to contribute to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.*

*RE Statement of Entitlement: The Church of England Education Office 2016*

**Attitudes in Religious Education**

At St Michael’s religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and are developed throughout school:

* Self-awareness.
* Respect for all.
* Open-mindedness.
* Appreciation and wonder.

Self-awareness in religious education includes pupils:

* feeling confident about their own beliefs and identity and sharing them without fear of

embarrassment or ridicule;

* developing a realistic and positive sense of their own religious, moral and spiritual ideas;
* recognising their own uniqueness as human beings and affirming their self-worth;
* becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils:

* developing skills of listening and a willingness to learn from others, even when others’ views are different from their own;
* being ready to value difference and diversity for the common good;
* appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society;
* being prepared to recognise and acknowledge their own bias;
* being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils:

* being willing to learn and gain new understanding;
* engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions;
* being willing to go beyond surface impressions;
* distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils:

* developing their imagination and curiosity;
* recognising that knowledge is bounded by mystery;
* appreciating the sense of wonder at the world in which they live;
* developing their capacity to respond to questions of meaning and purpose.

**Skills for learning in RE**

Pupils’ learning about the content of RE takes place alongside the development of their skills. In RE pupils need general skills such as gathering information, expressing ideas or evaluation sources. There are some skills that RE particularly needs to develop and use. As pupils progress in developing these skills, they will be increasingly able to understand the characteristics of each religion, and the similarities and differences between religions. Key skills taught include: Investigation, expression, interpretation, reflection, empathising, application, discernment, analysis, synthesis and evaluation. *Questful RE* and *Understanding Christianity* units of work explicitly cover all the skills across the primary years.

“RE must have a very high profile within the Church school curriculum and learning activities should provide fully for the needs of all learners. Learners should be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.”

RE Statement of Entitlement: The Church of England Education Office 2016

**Implementation**

RE is rooted in the message of the Gospel and the living faith of the school. However, it is not the role of RE to indoctrinate or evangelise. In lessons that are carefully planned using *Questful RE* and *Understanding Chritianity*, children spend at least one hour per week, with a 75% focus on Christianity, exploring religious texts and diving deeply into discussions that promote their religious literacy. Taught within an environment where Christianity is witnessed and experienced in action, pupils experience, explore and encounter a wide range of creative and challenging activities that help them to discover the answers to fundamental questions such as:

* Who am I and what does it mean to be me?
* In what ways do/can I relate to others?
* How/where can I encounter God?
* How can I make a positive contribution to the world in which I live?
* What values, attitudes, beliefs and behaviour are important to me?
* What does it mean to have faith?
* Who/what influences and inspires me?

As a Church school, the standard of our RE provision must be nothing less than excellent and its impact is visible in all areas of the curriculum and school life. RE makes a significant contribution to the Christian ethos of the school and is therefore considered a priority.

**Impact**

The depth of religious literacy developed through RE lessons, collective worship and other cross-curricular opportunities enables children to:

* *Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.US FOR CHURCH SCHOOLS*
* *Show an informed and respectful attitude to religions and world views in their search for God and meaning.*
* *Engage in meaningful and informed dialogue with those of all faiths and none.*
* *Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.*
* *Know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.*
* *Know and understand about major world religions and world views, consider their impact on society, culture and the wider world, enabling pupils to express ideas and insights.*
* *Contribute to the development of pupils’ own spiritual/philosophical convictions,*
* *Explore and enrich their own beliefs and values.*

*RE Statement of Entitlement: The Church of England Education Office 2016*

***St Michael’s Bamford SIAMS March 2019 found:***

The effectiveness of religious education (RE) Grade Excellent

The quality of teaching and learning in RE is excellent. Subject leadership is strong. RE is taught using a range of pedagogical approaches. Strong links across the curriculum deepen understanding. Children studied Da Vinci’s ‘Last Supper’ painting, deepening their thoughts around Holy week. RE teaching provides an abundance of opportunities for children to ask and ponder ‘big questions’ about life and death. The rigorous assessment system and careful planning around core concepts, religious literacy and major world faiths and world views ensure all pupils make good or better progress. As part of its innovative approach to making improvements, leaders are looking to improve the efficiency of recording assessment electronically in line with RE’s place as a core subject. Children have a deep knowledge, and understanding of, a wide range of stories from the bible. They talk confidently about how Christians strive to live out the values the life of Jesus teaches them about. They can relate these Christian values articulately to their own lives.