



RE Subject Intent Statement 2024 - 2025

	<i>Curious</i>	<i>Caring</i>	<i>Creative</i>	<i>Courageous</i>
<i>Intent</i>	<p>RE Overview</p> <p>At Archibald First School, we ensure that all children are curious, caring, creative and courageous learners with a knowledge and understanding of major world faiths around the world and we address fundamental questions in life.</p> <p>Alongside this, children have respect and understanding of the main faiths within our school and can reflect and question fundamental questions in life. Children can reflect on what it means to develop their own spiritual knowledge and understanding. Children will learn in an enriched positive learning environment, integrating shared values and experiences. As part of the whole school ethos, children will also develop their own spiritual, moral, social and cultural development.</p> <p>Our curriculum follows the SCARE Newcastle Syllabus which was updated in 2021 and includes links built in to celebrate our religions across the school and the community. Our school curriculum recognises that the religions studied are the beliefs of some, not all, and fully acknowledges that not everyone has a faith or a belief.</p>			

Implementation

Lessons are discretely taught in the timetable with a clear RE focus. Some lessons involve cross curricular links which link to an RE learning objective and answer our key questions from the unit plans.

Units of work follow the Newcastle Local Agreed Syllabus which allow children to be part of explicit lessons (identify, name, describe, give account, build a coherent picture) and implicit RE (make informed and considered responses) whilst reflecting individually considering spiritual, moral, social and cultural issues. All teaching will ensure lessons include high quality relevant resources (and effective use of ICT) involving communication, interpretation, critical thinking, evaluation and reflection.

Assessments will ensure that children build on the knowledge they have learnt previously and within our first school we have ensured there is a broad coverage of religions. **Children take part in regular activities helping them to make links between different religions, such as discussing artefacts, beliefs and practises. Children also reflect on key concepts and in a variety of ways discussing their own judgements and opinions.**

New concepts are embedded into all RE lessons; recall, remember, relate and reflect. These activities are progressive and allow children to show what this looks like as they develop personally. Activities are thought provoking, building on key skills and knowledge to allow children to give unique, individual responses. This allows debate and interesting conversations and dialogue during RE lessons.

Children on the SEND register will have differentiated support through word banks, extra resources or peer support to help them explain their views. Each child is given support to ensure they maximise their potential whilst also becoming independent learners equipped with the confidence, tools and strategies to be confident, responsible citizens. Thought and consideration is given to children from disadvantaged families or children with FSM/PP.

Templates to encourage curiosity and creative thinking allow everyone to showcase their understanding and learning.

New well planned out progressive units allow children to reflect upon religions in their year group and community. This will start with a big question in EYFS which asks the question which religions do we have in our school and focus on celebrations around the world. Specific links will be made with EAL and this will be built on every year by teachers. **By year 4, diversity is introduced as a key theme to consolidate what they have learnt in RE and how they have developed personally.**

Every year group will aim to visit a different place of worship. Regular communication with our families will ensure that we establish current links with religious places of worship, as well as

Having fun, learning together.

Curious, caring, creative and courageous.

	<p>enabling visitors to come into school to share experiences and enable us to have strong community links and relationships with a wide range of faiths.</p> <p>In the school environment, children have the ability to develop empathy, open mindedness and respect in all lessons and during assemblies. Within RE lessons, children are given the opportunity to have a safe, structured space for reflection, discussion and dialogue. Important links are made between PSHE, No Outsiders and celebrations celebrated within the whole school community. Key words, such as respect, sacred and diversity are explored in more depth in year 3 and 4.</p> <p>Our children develop their understanding and knowledge of the views, beliefs and practices of different religions; they make links between these; they understand and accept that these are specific to some, not all, and that to not have a faith or belief is also a person's choice.</p> <p>Termly discussions with teachers and the RE Co-ordinator with children in each key stage allows us to ensure children are continuing to be part of a varied enriched curriculum in RE. Children may use their RE or floor books to discuss with people what they have learnt and communicate their individual responses to world events, faiths and celebrations. During these discussions, we value the children's comments and feed these back to staff to ensure all the skills continued to be transferred between year groups.</p>
<p>Impact</p>	<p>At Archibald First School, we aim to ensure that all children are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others, so they can face opportunities, challenges and responsibilities to live in a rapidly, changing multicultural world.</p> <p>We value the contribution of our community and seek to establish community links with different places of worship for each year group. This enables children to understand and celebrate what a diverse school community we live in. This strengthens the positive image of our wider community, taking account of everyone's beliefs, traditions, cultures, languages and history.</p> <p>We hope that children in Archibald are curious, caring, creative and courageous learners in RE who can question beliefs whilst building on their own experiences. As children move on from Archibald to further their education and learning, their understanding of the world's religions and beliefs continues to grow and develop as they do.</p>