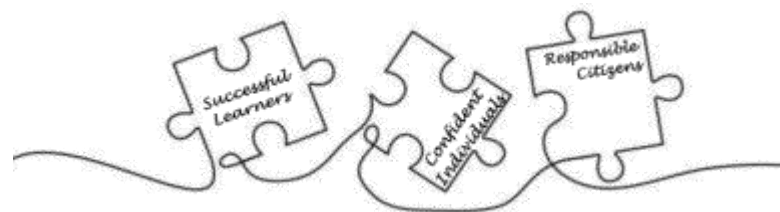




Religious Education Curriculum Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Rockcliffe, we feel passionately that our children should develop as responsible citizens, confident individuals and successful learners. As in all subjects, our curriculum in RE is designed to support these aims.</p> <p>We intend to support all of our children in deepening their knowledge and understanding of different religions and worldviews, and in critically responding to them. We offer opportunities for personal reflection, helping children to develop spiritually, morally, socially and culturally.</p> <p>We intend to ensure that all of our children acquire the knowledge, skills and understanding in RE set out in the North Tyneside Approved Syllabus. It is our aim that strong cross-curricular links with other subjects are also established.</p> <p>We intend to imbue our pupils with empathy and respect for others, and to help them develop a strong sense of identity and belonging, that will enrich their lives and allow them to make a positive contribution to society.</p>	<p>Our Curriculum</p> <p>At Rockcliffe, we teach the Approved Syllabus for North Tyneside, supported by a clear progression model which helps ensure that skills and knowledge are taught in an appropriate sequence across Key Stages One and Two (KS1 and KS2), building on learning in the Early Years Foundation Stage (EYFS), and that learning is maximised for all children.</p> <p>Teachers, TAs and governors are able to draw on their own knowledge and experiences to enhance the planning and delivery of the RE curriculum. This helps develop children's understanding of the beliefs of members of different religions and denominations, and of the ways in which members of different faith communities live, e.g. how they worship and how they celebrate festivals. It also enriches our curriculum by allowing children to learn about religions and worldviews that are not assigned to their year group within the Approved Syllabus but which are represented in our community. As in all RE lessons, however, activities are not designed to urge a particular religion or belief.</p> <p>We also aim to respect the beliefs of families within our school. At present, most parents or carers have chosen not to provide information about their families' religious beliefs. Of the 74 pupils (26.2% of the total) for whom we have information, 66.2% (49) are Christian, 14.9% (11) have no religion, 12.2% (9) are Muslim and 1.4% (1 child) are either Hindu, Buddhist or members of another religion. Parents/carers of 2 children (2.7%) refused to provide the information.</p> <p>The curriculum is sometimes delivered through short weekly lessons but these sessions are often extended and/or combined so as to allow children to become more fully immersed in their learning and to take advantage of opportunities to learn from visitors to school, or from visits to places of worship. Over the course of each year, KS1 pupils will benefit from approximately 36 hours of RE teaching whilst around 45 hours of RE lessons are delivered in KS2.</p> <p>Assessment</p> <p>We aim to ensure that children in KS1 and KS2 meet benchmark expectations in knowledge and understanding, and in critical thinking, of children at the end of</p>	<p>Through carefully planned learning activities, children develop the knowledge, skills and understanding required to show progress in RE. They:</p> <ul style="list-style-type: none"> • show increasing knowledge and understanding of both religious and non-religious worldviews; • become increasingly able to respond to both religious and non-religious worldviews in an informed and insightful way; • show themselves able to reflect on their own ideas and the ideas of others in an age-appropriate way. <p>Children demonstrate clear enjoyment of, and confidence during, learning activities in RE. They bring this positive attitude, together with the knowledge and skills learned, and understanding developed, in RE lessons to other aspects of the curriculum.</p> <p>Children gain a firm foundation of skills and knowledge in RE, which equips them for the next stage of their education.</p> <p>Children are keen to find out about different beliefs and traditions, exploring others' ideas and responding to them in a reflective manner, and gaining a deeper sense of their own</p>

Years Two and Four as set out in the Approved Syllabus; and that those in Reception, building on work in Nursery, meet the relevant Early Learning Goals in the EYFS framework, especially Personal, Social and Emotional Development, and Understanding the World. We assess pupils' progress using an ongoing process of observation, listening and questioning, supplemented by recordings of discussions - including via Seesaw - written activities and quizzes, as appropriate.

At the end of each year, summative assessments are completed by class teachers, often drawing on information from HLTAs and TAs. These are used by teachers in the following year (including those at middle school) in planning appropriate, adaptive activities which meet the needs of all pupils.

SEND

Resources, including additional adult support, are provided within the classroom (and during events and activities outside it) to support quality first teaching and adaptive teaching as required. It is important that ALL children experience an appropriately-challenging RE curriculum and we take advice from relevant outside agencies where necessary to help us meet this aim.

Extra-curricular and Enhancement Opportunities

We are proud to refine and showcase our skills and understanding during extra-curricular activities and events throughout the year, for example:

- Harvest Festivals and Christmas plays and nativities, plus our Epiphany celebrations at the beginning of January, allow children across school to demonstrate their understanding of key Christian festivals and beliefs.
- Our participation in the St. Nicholas/Winterheart Festival, and other events and activities organised by local churches, helps children to understand Christian traditions and the role faith leaders play in the wider community. Visitors from local church congregations regularly lead assemblies, which helps pupils learn about Christian beliefs, stories and traditions in a meaningful way.
- Assemblies and collective worship sessions are used to support knowledge and understanding of religions and belief systems other than Christianity, too - not only those assigned to specific years in the Approved Syllabus. Films such as those available via the BBC website are used to develop pupils' interest in, and empathy for, other children and families in the UK and around the world.
- We find visits to local places of worship to be very effective in developing children's awareness of religions including Christianity, Islam, Hinduism and Sikhism. They enjoy learning about the culture and practices of members of different faith groups, as well as their beliefs.

beliefs, religious or otherwise.

Almost all children make expected progress across and between each year and meet benchmark expectations at the end of each key stage. Pupils not meeting, or exceeding, ARE are supported and challenged appropriately so as to allow them to flourish within the subject.

The RE Curriculum Lead (currently the headteacher) is proactive in using teachers' and other assessments to identify areas requiring curriculum development, pupil support and challenge, staff development and enhancement opportunities.