



## ***RE Subject Intent Statement***

	<b><i>Curious</i></b>	<b><i>Caring</i></b>	<b><i>Creative</i></b>	<b><i>Courageous</i></b>
<b><i>Intent</i></b>	<p><b>RE Overview</b></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 still clearly link to an RE learning objective.

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.

A new progression of understanding will be trialled this year in Autumn 2 to look at the concepts, recall, remember, relate and reflect. New activities this year will be trialled to look and see how well children can progress through these concepts in all years. Key questions in lessons and different ways to record their understanding will ensure that children can all access the curriculum. Key questions will be asked to ensure children can always reflect on their own lives and understanding.

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. Questions promote discussions by asking children – What do we know? This allows all children to build on prior knowledge, challenging and allowing us all to be curious, caring, creative and courageous learning.

Alongside this, we have incorporated extra units for each year group 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.

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 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.

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

*Having fun, learning together.*

*Curious, caring, creative and courageous.*

	<p>links are made between PSHE, No Outsiders and celebrations celebrated within the whole school community.</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 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>
<b>Impact</b>	<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, that their understanding of the world's religions and beliefs continues to grow and develop as they do.</p>