



The intent, implementation and impact statement for the delivery of the RE curriculum **Our Vision for Emmanuel**



To create a welcoming Christian community where every child is viewed as a special person, created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the 'best they can be'. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

Emmanuel's curriculum intent for RE

At Emmanuel Junior Academy the teaching of RE is a core part of our curriculum. The school places great value on the acquisition and understanding of subject content but also the development of the children's ability to engage with challenging content and to form opinions and views. Our work is based on developing the children's exposure to and respect for a range of beliefs within world religions, whilst understanding and valuing the opinions of people with no religion or faith.

We ensure the development of a more coherent and challenging enquiry-based curriculum with regard to the teaching of RE, which raises the level of pupil's religious literacy.

Our work is underpinned by the belief that children achieve more when they move beyond learning about religion into learning from religion. Therefore, our curriculum is designed to ensure children know more and remember more about Christianity and other world faiths as well as ensuring children become critical thinkers. They think critically about religions, develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook and develop their own personal opinions. They learn that it is acceptable to have their own views, but are also taught the value of listening to, understanding and respecting the views of others. Children are also taught to consider "how they know".

We develop a deeper understanding by reducing content and providing a chance to dig deeper, apply their learning and explore the impact of religion on life today.

The implementation of our RE Curriculum

Our Curriculum

The RE curriculum is designed to fulfil our responsibilities in terms of the National Curriculum and the Sheffield Agreed Syllabus.

- In order to fulfil our intent and planned aims, we use the Understanding Christianity Programme, supplemented by Discovery RE.
- There are two key areas of our work so that we are fully aligned to the Sheffield Syllabus for RE: Understanding Christianity and Understanding other world faiths. The following religions are covered across school in depth alongside Christianity:
 - Judaism
 - Islam

- In the teaching of Christianity, coverage is based on eight key concepts: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God. These are addressed and revisited across the children's time in school.
- Each unit begins with a key question and this is threaded through every lesson. The concepts are sequenced to build on understanding of the 'big story' of Christianity underpinning people's faith
- Each unit takes children through the process of unpicking a particular religious expression, understanding that there are shared religious concepts and common human experiences.
- All children have a lesson of RE each week

Each unit within UC has three key sections to explore: Making sense of the text, Understanding the impact and Making connections.



There are carefully planned outcomes for children to achieve for the end of the unit and a clear set of Knowledge Building Blocks.

A similar approach is adopted to the teaching of Judaism and Islam. Children are taught core knowledge about these religious beliefs but are then expected to understand the impact of these beliefs on individuals and wider communities and make connections within individual faiths and across other religions.

Teaching

Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more.

To support our children to develop a deep understanding, we believe that it is important to teach them to form their own opinions, being confident in them whilst recognising the value of respecting and considering the opinions of others.

We teach our children to consider how they know something, encouraging them to think carefully about the validity and source of information they encounter so that they can assess its validity and worth. As a school, we recognise the importance of supporting our children so they can achieve their full potential and believe our teaching in RE helps them to become good citizens of our community and have value in their place in it.

Teacher knowledge is developed and supported through ongoing review and training and each area of the RE curriculum is underpinned by teacher knowledge booklets.

RE Provision	
<u>Individual lessons</u>	<p>Our RE lessons follow a structure of retrieval and review of prior knowledge leading to the teaching of new content through carefully sequenced precise small steps. Children are provided with the opportunity to practice what they have learnt and apply their knowledge to a different context. Discussion and debate play a key part in our RE learning.</p> <p>Within each lesson, children will revisit the prior learning that will have the biggest impact on creating links and gaining success against the current learning objective. Following the review section, new learning is delivered in small steps which are planned progressively throughout the lesson. Within this part of the lesson, concepts are modelled, discussed or debated using a variety of techniques to support the children in their RE thinking, before children apply this knowledge to complete their own activity.</p>

	A key component of each part of every lesson is the teaching of accurate RE vocabulary to support the children to reason and justify their findings.
<u>Inclusive RE provision</u>	We have an ambitious RE curriculum, which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the current year group's programme of study and support is provided to all the children to gain mastery over new concepts through the accurate, intentional deployment of resources (adult support and media). Our coherently planned curriculum is used to ensure the learning is pitched accurately for all children therefore allowing all to be included in lessons to access new learning.

Assessment

The accurate assessment of children's substantive and disciplinary knowledge is critical to ensure all children have the required knowledge needed to access the next component identified in our progression documentation. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each aspect of the RE curriculum.

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil to make progress against the learning objective.

Assessment as learning: we use ongoing assessment strategies such as retrieval practice and generative learning activities to consolidate learning and help children deepen knowledge in the long term memory.

Assessment of learning: we carry out a pre-assessment of children's background knowledge to accurately plan a series of lessons taking into account the children's starting points. At end of each unit, the children will create a final assessed piece in response to the overarching enquiry question which the children explore through each unit of work.

Desired Impact of our RE curriculum

By the end of Year 6, transitioning to secondary school, we aspire that an Emmanuel pupil will have developed a bank of skills and knowledge that will enable them to be confident:

- Learning about Christianity and other world religions,
- Experiencing and exploring the nature, diversity and impact of religion and belief in the contemporary world.
- Developing a sense of awe, wonder and mystery about the world, our local community and people in it.
- In their own opinions and empathy towards others.
- Developing their own spiritual, moral and cultural understanding.
- Clarifying their own beliefs.

Pupil voice

Through discussion and feedback children talk enthusiastically about their RE lessons and speak about how they enjoy learning about RE. They can articulate how their learning in RE helps them to understand and live in the world today. Children show confidence in their school community and talk passionately about the need to respect and value the opinions of others and welcome all who visit our school.

Evidence in disciplinary and substantive knowledge

Pupils use acquired vocabulary in RE lessons. They have the knowledge to discuss concepts and show confidence when presenting ideas and opinions. Children show a high level of pride in the presentation and understanding of the work. They are able to develop the ability to recognise links in religious concepts and across religions and make connections in RE lessons. Teachers plan a range of opportunities to use RE learning across school and within our community.

Outcomes

At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group as identified in the knowledge set out on the progression grids, Understanding Christianity and Discovery RE.