

Religious Education (R.E.) Intent, implementation and impact.

Intent: How we have planned our R.E. curriculum

At St Nicholas and St Laurence CE School, we have designed our R.E. curriculum with the intent that our children will become resilient, accepting, mindful and inquisitive learners. The aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in Great Britain and as a result to become more understanding and empathetic. We aim to understand the way that our religious beliefs and worldviews can shape our lives and our behaviour. Our aim is to develop the ability to make reasoned and informed judgements about religious and moral issues and enhance our spiritual, moral, social and cultural development. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. As a Church of England school, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE and the teaching of British Values, in promoting the spiritual, moral, social, and cultural development of our children. Strong links are made with our school Vision and Ethos of 'Life in all its fullness' John chapter 1 alongside the 6 Christian values that underpin our school ethos.

Implementation: How we teach our R.E. curriculum

At St Nicholas and St Laurence we use 'Understanding Christianity' and the 'Emmanuel Project' for planning, teaching and delivery of Religious Education. Both of these planning resources follow a similar structure of engage, enquire, explore, evaluate and express which we feels best fits our curriculum intent and impact. By addressing key questions, both resources allow children to explore core Bible text or theory, examine the impact for believers and consider possible implications.

Each unit incorporates the three elements:

- Making sense of the text – Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians
- Understanding the impact – Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world
- Making connections – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and children's own lives and ways of understanding the world.
- Each unit begins with a 'way in' and then offers teaching and learning ideas for each element. The teacher chooses how to weave together the elements, from making sense of the text, through looking at the impact on the world of the Christian, and helping to make connections with the world of the pupil, in order to achieve the outcomes.

Impact: How we assess the progress our pupils make in R.E.

The children at St Nicholas and St Laurence CE School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. Through R.E. our children are developing an understanding of and empathy to other people's cultures and ways of life and worship, which they are then able to communicate to the wider community. Children will feel they are valued

as individuals and that their beliefs are valued and celebrated, and feel safe to learn new things and share their beliefs with others in an accepting environment. Children will feel comfortable with the fact that their views may be different to those of others and will be able to debate with and question others respectfully.



This model shows that the Understanding Christianity approach is not just getting children to learn what Christians think. Instead, it is about developing skills to help them 'think theologically' alongside learning lots of knowledge about the Bible, Christian belief and practice. It also shows that these three elements do not represent rigid, distinct steps, but that pupils can 'make connections' whilst 'making sense of the text', for example