



R.E Intent, Implementation & Impact Statement

The National Curriculum for Religious Education aims to ensure that all children:

- To engage pupils in enquiring into and exploring questions arising from the study of religion, faith and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- To provide our pupils with the knowledge and understanding of Christianity and other principal religious faiths, traditions and beliefs represented in Great Britain and the wider world.
- To develop our pupils' understanding of the ways in which beliefs influence people's behaviour, practices and outlook.
- To enable our pupils to develop a positive attitude towards people who hold religious beliefs different from their own.
- To enable our pupils to apply the insights of the principal religious faiths and traditions to their own search for identity and significance.
- To enable our pupils to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.

Intent:

At Hollinhey, it is our intention to teach Religious Education in alignment with our core values:

Honesty – We aspire to encourage resilience, perseverance and an acceptance that mistakes are an important part of learning. We give each pupil a chance to believe in themselves and be able to express their own opinions and thoughts.

Effort – We celebrate effort as much as attainment, promoting the importance of hard work to build success and the development of a growth mindset.

Achievement – We intend to provide children with a secure grasp of the fundamentals of a variety of faiths, along with the ability to reason and discuss their own thoughts based upon their own experiences and what they have learned. In doing so, our aim is to prepare them for their futures.

Respect – We aim to instil a level of acceptance and respect that other values and traditions may be different to their own.

Tolerance – Explore what people believe and what difference this makes to their lives and how they live. Pupils have the knowledge, skills and understanding to handle questions raised by religion and belief. Be reflective of their own behaviour and practises.

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Implementation:

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents'. (s 71 SSFA 1998)

The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main, Christian, while taking into account the teaching and practices of the other principal religions represented in Great Britain'. (s 375 (3) Education Act 1996). We comply with the legal requirements for the teaching of Religious Education by following the Cheshire East **Standing Advisory Council on Religious Education (SACRE)** Scheme of Work.

Religious Education is taught on a weekly basis in each year group. Lessons are planned and delivered in a variety of ways so that all children can participate fully. Interactive, practical activities are linked to the themes in the syllabus and other subjects where appropriate. We encourage our pupils to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

Alongside our regular Religious Education lessons, we also raise awareness of Christian, non-Christian and Multi-faith special days and festivals in a variety of ways.

Impact:

Pupils' progress in Religious Education is based on the expected outcomes outlined in the Cheshire East Agreed Syllabus and in Understanding Christianity, which have been developed in line with guidance produced nationally. Pupils are assessed regularly and their progress is monitored against the core objectives set out by Cheshire East.

At Hollinhey and through our RE curriculum, we aspire to raise the pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression; nurture their ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses; and develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society where they can exist in harmony with others.