

SUBJECT Religious Education		
INTENT	IMPLEMENTATION	IMPACT
<p>he Gloucestershire Agreed syllabus for R.E, provides the basis of our curriculum at Dunalley.</p> <p>The curriculum is carefully planned to ensure progression across the year groups from EYFS to Y6 alongside the opportunity to build on prior knowledge and thoughts. This is detailed in the long-term overview and planned units of work.</p> <p>As a school, we believe that our religious education curriculum:</p> <ul style="list-style-type: none"> • Provokes challenging questions about meaning and purpose in life • Equips pupils with knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities • Enables pupils to understand issues of right and wrong and what it means to be human • Enables pupils to learn about religions and beliefs in local, national and global contexts • Allows pupils to learn to express their insights and to agree or disagree respectfully • Encourage pupils to learn about religious and non-religious worldviews in order to discover and explore and consider a range of answers • Encourage pupils to interpret, analyse, evaluate and respond to the claims that religious and non-religious worldviews make. <p>Through our curriculum, pupils learn RE in sufficient depth so that they remember what they have learnt and can apply this to different religions and practices, especially in Britain today. Planning is detailed and sequenced to ensure pupils develop secure long-term understanding, building on what they have learnt before.</p> <p>1. The purpose of religious education</p> <p>The Gloucestershire syllabus 2025 asserts the importance and value of religious education for all pupils, with on-going benefits for an open, articulate and understanding society.</p> <p><i>The principal aim for religious education in Gloucestershire is for pupils to understand how worldviews influence people's lives, including their own, through the study of religious and non-religious worldviews, so that they better understand themselves and the world around them, and become better equipped to contribute to and flourish in society.</i></p> <p>This principal aim incorporates a religion and worldviews (RW) approach. RE following this approach will help pupils to understand:</p> <ul style="list-style-type: none"> • a variety of responses to and understandings of the world as presented by religious and non-religious worldviews • relationships between beliefs, teachings, forms of expression within organised worldviews, and the lived experience of adherents • questions of meaning, purpose and truth, including about ultimate reality, and how these questions may be posed, addressed, understood, evaluated and responded to differently within worldviews and across disciplines • the concepts, language and ways of knowing that help organise and make sense of religion and worldviews • how to deploy a range of different tools and methods used to investigate religious and non-religious worldviews • how their own personal worldview shapes their encounters with and responses to the world, and how their context, experiences and study can shape their personal worldview. 	<p>Planning is provided through a long-term overview document and the units of work which are from the Gloucestershire Agreed Syllabus</p> <p>In EYFS there is a planned sequence from Nursery to Reception through the mapped Educational programmes which involve activities and experiences for children, as set out under each of the areas of learning. RE is covered in Understanding the World and in Reception follows the agreed units of work.</p> <p>RE has a different enquiry for every half-term which is based on the religion and worldviews approach. Across the unit of work children will learn how worldviews influence people's lives, know how to study religious and non-religious worldviews and know themselves and others better.</p> <p>RE work is recorded in the children's RE book</p> <p>R.E is taught each half term by class teachers according to the long-term plan.</p> <p>Educational visits to different religious buildings are organised for children across the school for example St Paul's Church, Hindu temple, synagogue. Educational workshops are held at a local church for KS1 and KS2 pupils and have included Christmas, Easter and transitions to secondary school.</p> <p>Additional support</p> <p>We ensure that all children can access learning by:</p> <ul style="list-style-type: none"> • Small group or 1:1 support where and when necessary • Afl strategies used in the classroom to assess children's learning and adapt teaching or tasks where necessary <p>SEND or EAL children can be supported by:</p> <ul style="list-style-type: none"> • Pre-teaching vocabulary prior to beginning the topic • Seating children alongside good role models to support one another and using as talk partners • Providing visual or practical prompts 	<p>Assessment</p> <ul style="list-style-type: none"> • Class teacher's complete assessment sheets at the end of each unit of work against agreed criteria for the unit in Y1-6 • Assessment at the end of Reception is completed using the Early Years Foundation stage profile using the Early Learning Goals which support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. <p>Books</p> <ul style="list-style-type: none"> • knowledge, understanding and skills progress through the school as detailed in the units of work. This will be evident through reviewing their books. <p>Pupil voice</p> <p>Children will be able to articulate their learning in R.E. by:</p> <ul style="list-style-type: none"> • talking about what they have learned. • discussing their views and thoughts on religious and non-religious beliefs though debates / class discussions. <p>Monitoring</p> <p>The subject leader monitors the subject through:</p> <ul style="list-style-type: none"> • ensuring coverage of the units of work • reviewing books • a selection of RE books are kept as evidence • pupil conferencing to ensure that pupils are able to articulate their learning • lesson observations / learning walks • support to teachers in developing subject knowledge • subject review by link Governor

