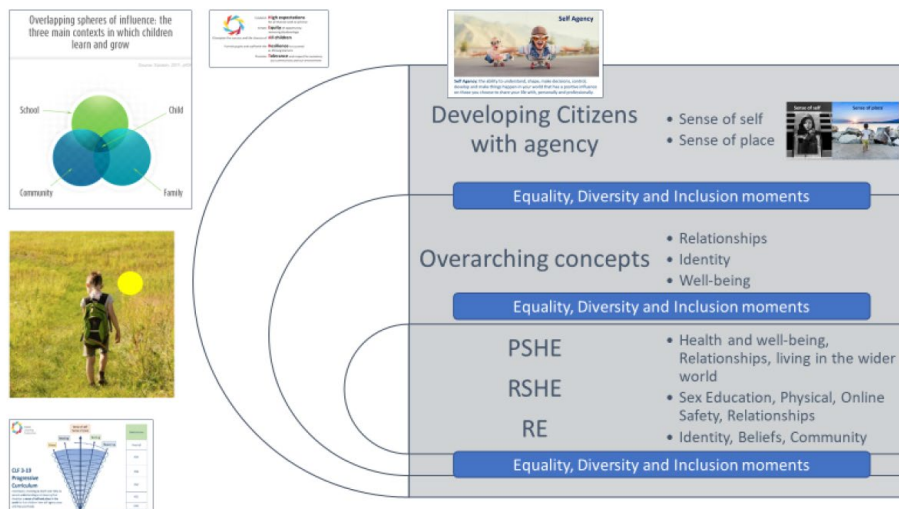


**Intent, Implementation & Impact**

**I am a Citizen: RE**

**Intent**

From Y1-Y6, our RE curriculum is an integral part of our 'I am a Citizen Curriculum'.



*'I am a citizen. I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally.'*

The intent of our RE curriculum at King's Oak Academy is to provide pupils with a broad and balanced education, promoting their spiritual, moral, social, and cultural development. We aim to foster a deep understanding and respect for religious and non-religious worldviews, enabling pupils to appreciate the diversity of cultures and beliefs in the United Kingdom and beyond. Through our shared curriculum, we aim to develop pupils' knowledge and understanding of the key religious traditions represented in the UK, including Christianity, Islam, Hinduism, Sikhism, Judaism, and Buddhism and encourage pupils to engage in critical and reflective thinking, allowing them to develop their own thoughts, values, and beliefs. Through our RE curriculum and broader personal

development work, we promote respect, tolerance, and understanding towards different religious and non-religious beliefs in order to foster a harmonious and cohesive school ethos, enhance pupils' ability to engage in respectful dialogue, demonstrating empathy and understanding towards others' views.

### Learning Outcomes

By the end of their primary education, pupils will:

- Demonstrate knowledge and understanding of the key concepts such as: special books and people, celebrations, creation, incarnation and resurrection, moral and ethics laws, beliefs, pilgrimages, journeys and important locations within the major world religions.
- Show an appreciation of the diversity of religious beliefs and cultural practices within the local community and globally.
- Reflect on their own beliefs and values, demonstrating tolerance and respect for different viewpoints.
- Engage in respectful and open-minded dialogue, demonstrating empathy and understanding towards others.

### **Implementation**

To implement our RE curriculum, we employ a range of strategies and practices to ensure pupils receive high-quality religious education throughout their primary education.

### Curriculum Design

- Our RE curriculum is carefully planned and sequenced to provide cumulative learning, building upon prior knowledge and understanding.
- It follows a shared and curated content, which ensures that pupils learn about the six major religions represented in the United Kingdom (Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism) and regularly revisit key concepts.
- The curriculum enables all children to reflect on their own beliefs and includes humanist ideas and ideology for those who do not hold a religious view.
- The curriculum takes into account the religious and cultural diversity within the school community and wider society.

### Teaching and Learning Strategies

- Teachers use a variety of teaching strategies, including storytelling, drama, discussing, and critical thinking activities, to engage and challenge pupils.
- Visits to religious places of worship, guest speakers, and opportunities for pupils to engage with faith communities provide firsthand experiences and deepen understanding.
- Pupils have access to high-quality resources, including age-appropriate books, artefacts, and digital content, to support their learning.
- Lessons are designed to be inclusive and accessible to all pupils, regardless of their religious or cultural background.
- Teachers adapt and scaffold learning to support and include pupils with SEND.
- RE is integrated with other subjects, allowing pupils to make connections and see the relevance of religious education to their wider learning.

### Recording and Assessment

- Teachers use formative assessment strategies to identify gaps in understanding and adapt their teaching and planning accordingly.
- Pupil progress in RE is regularly assessed through a variety of formative and summative assessment strategies to ensure individual needs are identified and addressed.
- In KS1 and KS2 much of the learning is discussion based so questioning children and gathering their pupil voice is a valuable tool for assessment in order to identify any strengths, gaps and misconceptions.
- Children will have an elicitation to complete at the beginning of every term which includes key vocabulary. Children will make links between the vocabulary to show understanding of the different concepts. They will revisit this at the end of the unit and add to it with the knowledge they have acquired. KS1 children complete this as a class and KS2 children complete this independently in their Enquiry books.
- Assessments inform future planning, allowing teachers to adapt and refine their teaching approaches to maximize pupil progress. If a misconception is identified, teachers can plan to include this in the review slide in the following lesson.
- In KS1, learning is recorded on an electronic floor book where evidence of learning such as independent activities, photos and pupil voice from discussions is gathered.
- In KS2, learning is recorded in Enquiry books. There should be a variety of learning documented in books including independent activities, photos and pupil voice where appropriate.

### Early Years

In Reception, children are taught Religious Education through the Understanding of the World curriculum strand. They are provided with a balance of child-initiated and adult led opportunities to explore special events, special places and to develop their understanding of different beliefs. Children are able to recognise that people have different beliefs and celebrate special times in different ways. They understand what curiosity is and are able to ask questions to find out about other countries and people. Throughout the year, the children explore and experience aspects of a range of special cultural and religious events such as Diwali and Rosh Hashanah. Learning diaries are used to record where appropriate and to inform teacher assessment of this domain.

### **Impact**

Our pupils exhibit a deep knowledge and understanding of the beliefs, practices, and key figures within the major world religions. They show respect, tolerance, and understanding towards religious and non-religious beliefs, promoting a harmonious and inclusive school environment. They reflect on their own beliefs and values, demonstrating empathy and understanding towards others' viewpoints. Pupils demonstrate a willingness to explore, question, and critically reflect upon religious and non-religious beliefs, fostering a culture of curiosity and open-mindedness; their engagement during RE days and in RE learning is high and is evidenced by their positive attitudes, participation and contributions. The RE curriculum is instrumental in fostering a cohesive and inclusive school community, where pupils respect and celebrate the diversity of religious and non-religious beliefs. By promoting religious tolerance, engagement, and critical thinking, our RE curriculum supports the spiritual, moral, social, and cultural development of all pupils.