



RE

INTENT, IMPLEMENTATION AND IMPACT STATEMENT

Intent

The Religious Education curriculum at The British Section follows the MOD Schools SACRE Agreed Syllabus, which ensures that RE remains adaptable to the changing educational landscape. As a rights respecting school, we recognize that children have the right to choose their religion or have no religion at all (Article 14). It is important for them to demonstrate respect and tolerance for all individuals. The primary objective of RE is to engage students in systematic exploration of significant human questions addressed by religions and worldviews. This enables them to develop the necessary understanding and skills to appreciate and evaluate various responses to these questions, while also formulating their own perspectives.

At the British Section, we encourage children to foster reasoned and positive attitudes and beliefs, which include respecting and understanding the spiritual, religious, moral, and cultural practices of others. We guide students to appreciate the world they live in and the interdependence among individuals, groups, and nations. By drawing on their beliefs, cultures, and backgrounds, we aim to achieve these outcomes. The British Section fosters an environment where children are encouraged to ask and discuss thought-provoking questions about human life, beliefs, communities, and ideas. In RE, students learn about different ways of life from religions and worldviews within local, national, and global contexts. They explore and consider diverse perspectives on human identity, meaning, and value.

Through our Religious Education curriculum, our objectives are:

- To develop children's understanding of their fundamental rights, foster respect for others, and promote tolerance for all.
- To engage students in questioning and exploring topics arising from the study of religion and belief, fostering their personal, spiritual, moral, social, and cultural development.
- To provide learners with knowledge and comprehension of Christianity and other significant religious traditions and beliefs prevalent in Great Britain.
- To enhance their understanding of how beliefs influence individuals' behavior, practices, and perspectives.
- To enable learners to apply insights from major religious traditions to their own search for identity and purpose.
- To help learners become aware of their own beliefs and values, fostering a positive attitude toward the pursuit of meaning and purpose in life.

- To encourage learners to develop a positive attitude towards individuals with different religious beliefs or those without a faith.

Implementation

Children commence their Religious Education (RE) studies in the Foundation Stage (FS) and continue until they complete Year 6. Our comprehensive RE curriculum has been developed based on the SACRE Agreed Syllabus, but with tailored themes and questions to meet the specific needs of our community. It is designed to equip all learners, particularly those facing disadvantages, with the knowledge necessary for success in life. Our curriculum follows a question-based spiral model, covering the key aspects of four major world religions—Christianity, Islam, Judaism, and Hinduism—while also exploring non-religious groups, agnosticism, atheism, Humanism, spiritualism, and 'green religion.' Fundamental knowledge of these major religions serves as a foundation for investigating significant questions concerning life, death, prayer, and relationships. The curriculum plans and objectives align with our school's age-related expectations (AREs), ensuring a coherent and progressive learning experience throughout the school.

In the Early Years Foundation Stage (EYFS), RE is integrated into thematic topics. In Key Stage 1 (KS1) and Key Stage 2 (KS2), RE is taught as a discrete subject on a weekly basis each term. Teachers have the flexibility to develop key questions related to the syllabus themes, fostering connections with other subject areas where appropriate. Lessons are thoughtfully planned and delivered using diverse approaches to ensure accessibility and active participation for all children. Interactive and practical activities encourage discussion of ideas and the deepening of understanding regarding complex concepts and challenging questions. The spiral model of our curriculum ensures regular revisiting of important content, and retrieval practice is incorporated into RE lessons. Alongside the regular weekly sessions, special days such as Christmas Nativity celebrations are scheduled throughout the year.

During each half term, children explore a specific topic through key questions. Some work is recorded in books, while other lessons may prioritize oral communication. Children are encouraged to engage with profound inquiries, establish connections with prior learning, and develop listening, debating, and discussion skills. Links with reading are established, and children are encouraged to explore relevant texts to enhance their learning. Children with special educational needs or specific barriers receive appropriate scaffolding and inclusion in RE lessons, enabling them to share their perspectives alongside their peers. Teachers implement targeted individual support through a quality-first-teach approach to empower all children to achieve their potential.

Our staff members effectively address intolerance and misconceptions, and children are encouraged to explore challenging topics in age-appropriate ways. We strive to ensure that all religions are portrayed accurately, considering nuances and differences within each religion, which are explored and discussed. While we ensure that our lessons are balanced, appropriate, and sensitive to children's backgrounds and the needs of our community, parents retain the right to withdraw their children from RE. Those wishing to do so should contact the headteacher as the initial point of contact.

We assess individual students' progress through various means, recognizing that formal assessment does not encompass all aspects of teaching and learning in RE. Personal views and ideas expressed by students, although central to good RE, are not subjected to formal

assessment. The teacher's judgment and understanding of progress within a school year play a crucial role in evaluating students' achievements. Children are assessed against age-related expectations derived from the curriculum, which serves as our progression model. Our goal is to ensure that each child gains more knowledge, skills, and lasting memories each year. The RE subject lead also conducts interviews with staff and children to monitor teaching quality and progression across the school. Progress in RE is reported annually to parents and holds a prominent position in the end of year reports.

Impact

In our school, we find great pleasure in learning about diverse religions and exploring why individuals choose to embrace or abstain from religious practices. Through their Religious Education (RE) studies, children establish connections between their own lives and those of others within their community and the wider world. We ensure that progress is consistently achieved across all year groups.

RE at The British Section fosters:

- Knowledge and comprehension of principal world religions, religious traditions, and worldviews.
- Understanding of the impact of faith and belief on individuals, societies, communities, and cultures.
- Skills of inquiry and response, including the use of religious vocabulary, questioning, and empathy.
- Understanding of thought-provoking questions regarding the meaning and purpose of life, death, beliefs about God, moral dilemmas, and what it truly means to be human.
- Learning from various religions, beliefs, values, and traditions while contemplating questions of meaning and reflecting on personal beliefs.
- Development of a sense of identity and belonging, equipping children for active and empowered citizenship.
- Respect and sensitivity towards others, particularly those with faiths and beliefs different from their own.
- Awareness and comprehension of different religions and belief systems, including teachings, practices, and forms of expression.