



Religious Education

Intent, Implementation and Impact

Intent

At Burlington Junior School, we aim to develop pupils who are able to apply their skills, knowledge and understanding in a confident, meaningful yet courteous manner in the wider community. The teaching of Religious Education undoubtedly parts a significant part in this, allowing pupils to have the cultural awareness and understanding that they need to succeed in life. With this in mind, the RE curriculum has been carefully structured in accordance with guidance from the local authority's Standing Advisory Councils for Religious Education (SACRE). Through doing so, we aim to help pupils become reflective and articulate individuals who are able to express their own thoughts and beliefs in a considerate manner, whilst respecting diversity and individuality.

Implementation

Our RE curriculum covers the beliefs and practices, identity and values and meaning and purpose strands of the East Riding syllabus. Both religious and non-religious beliefs are covered with pupils to enable them to develop understanding and tolerance to a variety of beliefs that they are likely to encounter in the wider community, some of which might differ to their own. Each RE unit of work will be carefully sequenced and explicitly covered by each year group; these objectives will, at times, be linked to a year group specific topic. By doing so, we hope to present new knowledge and concepts to pupils in a meaningful and challenging context. We also hope to enable pupils to make clear links with their learning and to integrate new knowledge into larger concepts.

Discussion-based tasks will be a key component within each unit, enabling pupils to develop their confidence when participating in group discussions whilst staff model and encourage 'active listening' skills and respect for other people's beliefs. Written or art-based tasks will then be facilitated to encourage reflection linked to the class discussion and this will give all pupils an opportunity to express their own thoughts and beliefs on the relevant content.

Impact

RE assessment is ongoing throughout the relevant units to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each unit (objective tracker) to inform leaders of the improvements or skills that need to be further enhanced. Pupil voice also takes place on a termly basis to enable leaders to assess the impact of the RE curriculum and to act as a tool to assess the depth of pupil understanding and knowledge. Book monitoring throughout all year groups also takes place once a term to compliment this.