



Religious Education Intent

At Burlington Junior School, we aim to encourage pupils to apply their skills, knowledge and understanding in a confident, meaningful yet courteous manner in the wider community. The teaching of Religious Education undoubtedly plays 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.

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 theme or taught as individual lessons. 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.

How is our intent implemented in the classroom?

All learning will start with revisiting prior knowledge to ensure that the pupils have a secure understanding of the content covered so far. This firm knowledge basis will enable pupils to build on this and make important connections to new learning. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Teachers will use images and artefacts to enhance learning.

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.

Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on displays along with key facts, questions, and model exemplars of the work being taught

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 theme or unit where RE objectives have been covered.

What is the impact? 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.