

## **R.E Intent and Implementation Statement**

### **INTENT**

Here at Eton Park, we want our children to develop fully as responsible citizens, to be tolerant of each other, to live within their richly diverse community without fear, ignorance or prejudice and to be respectful of each other and their beliefs.

At Eton Park we therefore strive to provide a high-quality RE curriculum which inspires pupils to develop their curiosity and fascination about the religious beliefs and practices of others but perhaps more importantly develop a tolerance, and openness towards their multicultural society. Skills which are of a great importance and relevance in our local context.

During their time at Eton Park our children will foster a respect for the religions and beliefs of others through the promotion of open, critical and investigative learning in R.E.

### **IMPLEMENTATION**

The core of the R.E curriculum here at Eton Park is The Staffordshire Agreed Syllabus. We then use the Entrust scheme to broaden and deepen our curriculum planning. To ensure that the curriculum is tailored tightly to meet the needs of our learners and the context of our school, the class teachers then further adapt the Entrust plans. Such adaptations will fit within our learning model of assessing prior learning, delivering clear steps and having a defined end point which links with the Ofsted model and the Ambition Institute CPD.

By using the medium term and long-term planning by Entrust we are ensuring that we are in line with the Staffordshire Agreed Syllabus and therefore ensuring that we have a clear progression of knowledge and skills from Y3- Y6 as well as ensuring that we meet statutory requirements regarding coverage. Each topic will be explored from the viewpoint of the 2 main faiths in our school – Christianity and Islam – constantly drawing out the similarities and links between the 2 religions as well as celebrating a 3rd religion to encourage diversity.

At our school, the children gain an understanding and make progress in RE through a logical sequence of lessons which follow 4 strands:

- i) An opening assessment- looking at the prior knowledge key learning from a non-secular viewpoint and the children's own experience.
- ii) Explore- where the children research and find out the key objectives from a religious perspective.
- iii) Engage – where the children discuss, question and make links between the main teachings and features of a religion and the beliefs and actions of a believer. In this section we will also strive to find the similarities and differences between the religions we are studying to help the children find a shared understanding and respect of other religious believers.
- iv) Reflect- where we bring the objective full circle and back to their own experience to encouraging to reflections on their own opinion, choices and values.

The pupils will also be assessed against these strands using an Entrust format to ensure assessment is pertinent and progress can be tracked. Half termly book scrutinies and pupil discussions, as stated on the monitoring plan, will ensure that the subject is monitored effectively so it continues to meet the needs of our learners but also informs the co-ordinator's action plans to improve the subject further. The continued use of the single class book will promote creativity and reflection in lessons so the children can explore and engage with subject fully and in turn develop the key skills of openness, respect, tolerance and reflection.