



Religious Education: Intent, Implementation & Impact

Curriculum Intent

The principal aim of teaching RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living (SACRE 2018).

Curriculum Implementation

At Maulden Lower School, we follow the Agreed Syllabus for the Teaching of RE in Central Bedfordshire (SACRE 2018) which was updated with new units of work in 2021. Our RE teaching is multifaith. In line with the law, this syllabus requires that all pupils develop their understanding of Christianity in each key stage. In addition, across the age ranges, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented.

This syllabus follows three main strands which are covered in weekly RE lessons in all year groups.

1. Make sense of a range of religious and non-religious beliefs:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g., texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Right to Withdraw

Withdrawal from RE Parental right of withdrawal from RE was first granted in 1944 when curricular RE was called 'Religious Instruction' and, as such, had connotations of induction into the Christian faith. RE is very different now. It takes account of world faiths and non-religious world views so that children can learn about and from religious traditions without being inducted into those traditions. In the UK, 70+ years later, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This RE provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools that do and do not have a religious designation. Parents can also exercise the right to withdraw their child from part of RE.

Curriculum Impact

Pupils can demonstrate their understanding in relation to the three aims described above. They develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a world of diverse religions. Our RE teaching promotes British Values and provides SMSC opportunities. Through building links with faith communities in the local area of the school, children gain clear and accurate knowledge about different religions and worldviews, and this helps to combat negative stereotypes and prejudice. Our pupils develop positive attitudes through valuing diversity, promoting multicultural understanding and respect.

We measure the impact of our Religious Education Curriculum through:

- teacher assessment of pupils' achievement
- pupil surveys and pupil voice activities
- parent surveys
- lesson observations
- monitoring pupils' work
- curriculum reviews
- behaviour and attendance
- interest in extra-curricular and enrichment activities