



Boorley Park Primary

Religious Education

Intent, Implementation and Impact

Intent

Children leave Boorley Park Primary School celebrating diversity within both the school and wider community, understanding, respecting and appreciating difference. Religious Education is sequenced towards accumulating the sufficient knowledge and skills for children to have a sound understanding of religions and cultures around the world. Religious Education is taught from Year R to 6 with a progression of skills as children move through the school. Religious Education allows children to explore, understand and celebrate different religious beliefs. RE teaching and learning at Boorley Park recognises that modern Britain is predominantly Christian and so this is a religion that is taught in all year groups. Teaching and learning at Boorley Park also acknowledges that there are many other major religions in our communities and around the world and we aim to reflect this to support children in developing respect, understanding and appreciation. During their time at Boorley Park, children will explore both Abrahamic and Dharmic religions. Therefore, our children will learn about Christianity, Judaism, Hinduism and Buddhism. Children will know the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society. Having a moral awareness and social understanding.

Implementation

At Boorley Park Primary School, we follow the Living Difference Scheme for Religious Education. Religious Education is entailed by teachers for children first to attend their own experience and that of others to engage intellectually with material that is new and discern with others what is valuable with regard to living a religious life. In Reception and Key Stage One, children will learn about Christianity and Judaism. This focuses on concepts which are common to all people, such as belonging and family. In Key Stage Two, years three and four, children examine concepts which are common to many religions, for example, worship. In these years children further develop their understanding of Christianity as well as Hinduism and in years five and six continue to develop their Christianity as well as learning about Islam. Children will investigate concepts which are common to some religions, such as trinity and redemption. In this way, children are able to develop their understanding of the concepts and use their pre-existing knowledge to deepen their understanding of some religions.

Religious Education is taught for one hour per week. Lessons are well adapted to support each individual's needs and are complemented with resources and artifacts to enrich children's experiences. School visitors and trips help bring learning to life and strengthen community. Continuous questioning is used for assessment as well as books which are marked according to the school marking policy and live feedback is given where appropriate to correct any misconceptions.

Plenaries at the end of each lesson help both support the children's understanding as well as allowing room for further assessment. Through assessment, misconceptions are addressed and children complete the lesson with a sound level of respect, understanding and appreciation. We use discussion and exploration frequently in Religious Education thus there is a lot of time spent on a hands-on, oral learning approach. Children are required to have at least two pieces of work in their books per unit (half term). Staff can use thought bubbles to write down any effective ideas the children have had relating to a subject. Children's books consist of a cover page for each unit of work and are presented neatly with clear learning objectives. We celebrate cultural capital thus embed diversity and inclusion at Boorley Park. If there are children in the class, the teacher can also explore these as well as the study of non-religious perspectives.

Impact

Children at Boorley Park generally enjoy learning about different religions. The Spring data this academic year, shows that most children are on track for Religious Education in their year groups, with a low percentage of children working at just below and below age expected expectations. There is a small percentage of children (2%) working at a greater depth level. The data also shows that there is a higher percentage of girls on track in comparison to boys. The average of SEND children and children with EHCP plans are working at just below expected attainment. Additionally, the overall percentage of pupil premium children shows they are on track. There is a clear progression of skills as children complete their journey through the key stages. Particularly in years 4 and 5, children are remembering previous learning around Christianity. From the most current data, our focus as a school is to increase boys' engagement in Religious Education studies as well as ensuring Religious Education is planned and taught to support all needs of pupils in the classroom. We have high expectations for all pupils at Boorley Park Primary and stretch and challenge our pupils, thus increasing the percentage of children working at a greater depth level is also a main focus for us.

I feel Religious Education at Boorley Park Primary school is generally planned and delivered well. Having said this, I feel these religious beliefs need to be celebrated in a positive light to strengthen the community of both our school and the wider community. This includes having more frequent visitors into school to deliver assemblies and workshops for our children which share different beliefs and celebrate religious festivals. Children view their learning with purpose and their work to be celebrated and displayed throughout the school.