

Religious Education at Pyrford Primary School



Intent, Implementation and Impact

Intent	Implementation	Impact
<p>Religious Education at Pyrford C of E Primary is highly valued and significant in the way that it underpins the development of pupils' spiritual, moral, social and cultural development using Biblical principles. It is neither a core subject nor a foundation subject but has equal standing in relation to core subjects of the National Curriculum in that it is a compulsory element of the curriculum for all pupils.</p> <p>The development of knowledge, skills and understanding focuses on two key aspects of learning in Religious Education: 'Learning about religion' (Attainment Target 1) and 'Learning from religion' (Attainment Target 2)</p> <p>The principle aim of RE is to</p> <ul style="list-style-type: none"> engage pupils in an enquiry approach where they can develop an understanding and respect for the expression of beliefs, cultural practices and influence of Christianity and other principal religious traditions and beliefs represented in Great Britain and within their local community. develop their sense of identity, belonging, and resilience preparing them for life as citizens in a plural, global society develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook. enable pupils to become secure in their own beliefs and values and having a positive attitude to the search for meaning and purpose in life. 	<p>Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole-school RE day. Key questions are developed and linked to the themes in the curriculum, allowing links with other subject areas where appropriate. At least 70% of the curriculum is a study of Christianity with the remaining 30% made up by Islam, Judaism and Sikhism.</p> <p>Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. These include, but are not limited to</p> <ul style="list-style-type: none"> Exploring artefacts Exploring sacred texts Develop a religious vocabulary and interpret religious symbolism in a variety of forms Expressing ideas and feelings through drama and imaginative play Responding to images, games, stories, art, music and dance Meeting visitors from local religious communities Visiting religious places of worship where possible, and where not, making use of online resources Taking part in whole school events- Harvest Festival, Pause for Christmas, Easter Pause, Whole School celebration services in the church once a term Participating in Open the Book assemblies Moments of quiet reflection Using ICT to further explore religion and belief globally Comparing religions and worldviews through discussion Debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these Reflect on questions of meaning, offering their own thoughtful and informed insights. 	<p>Pupils' progress in RE is based on the expected outcomes outlined in the Surrey Agreed Syllabus. Children are assessed on either Attainment Target 1 or Attainment Target 2.</p> <p>We track individual pupil's progress termly in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.</p> <p>Progress in RE is reported termly to parents as part of the written report.</p> <p>The impact our RE curriculum is also sought directly from the pupils as surveys and questionnaires. These are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE.</p>