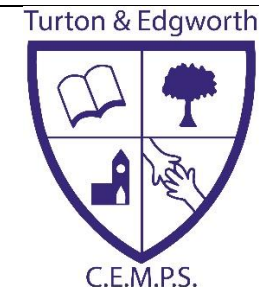


# RE Curriculum Impact Statement 2024



## Overall synopsis / developments:

We have had a full year of the new curriculum and we have followed our curriculum map throughout. I am happy with how the units are distributed and organised as there seems to be enough coverage over year groups and the spiral approach has led to knowledge being built upon and in the correct order. The themes and strands follow right through from EYFS to year 6.

We have slightly changed the way we teach world faiths from a separate unit to a more regular visit of different faiths linking to each big question. This more regular 'drip feed' approach has allowed world faiths to be taught more regularly and in a more focused way.

We have discussed and trialed not having knowledge organisers for RE and have agreed that this is right for us. The syllabus is based around enquiry and so to have all the knowledge given to the children first does not fit with the nature of the lessons. We will continue to use knowledge maps at the end to aid assessment.

Staff have continued to support the use of special books in all classes to record learning and showcase the work produced in lessons. After discussion, this will continue next year. Staff new to teaching RE in a particular year group this year have asked for support and advice to make sure their teaching is of a high quality.

RE displays have remained present in all classrooms with our values on display in classrooms and in shared areas.

## Subject leadership - CPD, Monitoring and books:

I have continued to attend regular MAST webinars throughout the year focussing on various topics, including the change in SIAMs framework and spirituality. The spirituality side has fed into how we have spent the grant money we received this year.

Learning walks and book looks have shown that the syllabus is being followed and a high quality of work being produced. There continues to be lots of opportunities for links to other subjects such as art, English and PSHE. This can be seen in the special books as well as individuals RE books. Much more reflection is happening in lessons.

## RE in the EYFS:

RE is taught as part of our whole school approach in EYFS. It is part of our spiral curriculum and ties in with the themes and strands across all year groups. EYFS introduces and lays the foundations for learning about God, Jesus, creation and introduces some gospels.

EYFS follow a similar approach to learning and maintain a special book.

## Data overview for RE

Percentage of children at the Expected Standard or better (age appropriate)

Reception	Key Stage 1	Key Stage 2	Whole school
96.4%	86%	93.6%	91.8%

## Highlights / Life in all its fullness:

- Experience Easter was run by our worship team for all of KS1
- Easter workshops run by the Children Changing Places team for KS2
- Whole school involvement in a dance response to the Easter Story
- Our Worship Team have written a call and response, ready to be introduced in September and have a worship outline so they can write and deliver worships.
- Transition workshops for Y6
- Two grants applied for and received for RE projects.

## Pupil voice (including ambassadors)

- "RE is good because there is lots of discussion"
- "I enjoy learning about other faiths, especially Buddhism."
- "It is good to hear different people's opinions and beliefs."
- "RE teaches you about respect."

The worship teams voice has led to them being able to led more worships next year and wanting to have a contribution to our call and response next year. They have designed and contributed to our eco / prayer garden in the KS1 yard and our spirituality garden in KS2.