



RE Impact Statement

Overall aim: To teach pupils to have the ability to hold balanced and informed conversations about religions and beliefs.

Achievement

	EYFS	KS1	KS2
Progress			
Attainment	93%	82%	79%

What is the impact on the school?

Children in Y2 were able to speak about how RE lessons have positively impacted upon their attainment, both within RE and also in English. They spoke at length about how they were nearly in KS2 and how deeper RE discussions will help their transition to the older end of the school.

Y5 pupils explained that open discussions in RE have helped them learn to not judge others. They spoke about feeling more confident at understanding and using religious vocabulary, such as 'pilgrimage', which helped them to be more informed, whilst they felt they could interact with others in a balanced way.

What is the impact on the local area?

Y2 children spoke about their recent visit to the Al Azhar Mosque and how they got to see the five pillars in action. Children in Y5 spoke about the respect and appreciation they have for people of all faiths in the local area thanks to RE learning and teaching.

What is the impact on preparing our children for life in Modern Day Britain?

KS1 children explained that if they hadn't learned how to talk to others in RE, they might not know what to say to people of other religions or with different beliefs.

KS2 children developed on this further by stating that our school's approach to RE means we can now all have 'balanced and equal' conversations with others, even those of completely different beliefs. One child referred to being open to all faiths and beliefs in a Church of England school being the 'modern way' and that no religion should be seen as better than another to be ready for growing up in Britain.

Impact of child conferences:

Y2 children, in the main, began each response with generic answers that perhaps they felt we wanted to hear. Y5 children encapsulated the progress we've made as a school at teaching all world faiths.






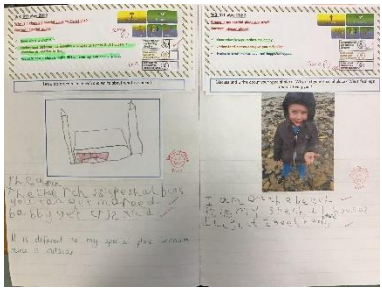
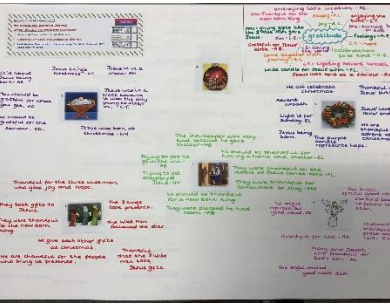


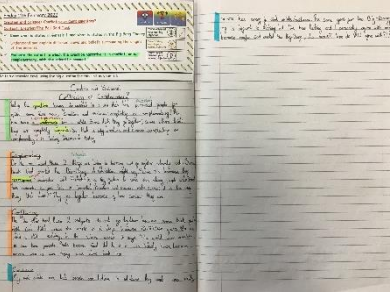
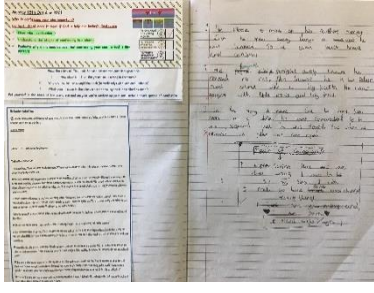

Impact of data:

Percentages of children working at the expected standard or above in RE at all age groups are pleasing, particularly as this dataset follows Covid-19.

Next steps:

Ensure that children are offering genuinely critical reflections.

Portfolio of Work

			
EYFS	 <p>In Autumn term, Reception learned about why the word "God" is so significant to Christians, linking this with creation.</p>	 <p>In Spring Term, Reception learned about why the cross is such an important symbol to Christians, relating this to Easter.</p>	 <p>In Summer, Reception learned about special places to people of different beliefs, before reflecting on their own special places.</p>
KS1	 <p>Y2 became more informed as to why Christmas matters so much to Christians, growing in their wisdom around why we should be grateful at this time of the year.</p>	 <p>In one of our whole-school world faith days, Jewish-born visitor Jake spoke to us about his beliefs, contrasting these with those of a practising Jew. Y1 (and Y5) then delved deeper into this in summer.</p>	 <p>Y2 (and Y6) visited the Al Azhar Mosque in South Shields. This helped them to experience, appreciate and understand the Islamic faith to a deeper level.</p>
KS2	 <p>Y6 evaluated the extent to which creation and science are conflicting or complementary, informing themselves in preparation for a balanced debate around this.</p>	 <p>In autumn term, Y5 focused on confession through the parable of the Lost Son, considering the strength it took for him to return and the trust and love of the father to forgive.</p>	 <p>Y3 had a visit from a practising Hindu. They asked questions to become more informed about the faith and learned about the impact of Hinduism upon believers.</p>