



RE Impact Statement 2022/23

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

Achievement

	EYFS	KS1	KS2
Progress	-16%	-5%	+0%
Attainment	77%	77%	79%

What is the impact on the school?

KS1 children spoke lots about friendships and how we can learn to get along with one another through our RE learning. They understood we have different beliefs in the school and that that's okay.

KS2 children spoke about how RE teaches them to treat people equally no matter what their belief. One KS2 pupil linked this heavily to debating skills, explaining that being more informed about the differing beliefs of others helps individuals in our school to discuss in respectful ways. Helping everyone feel safe and valued was of key importance, along with appreciating customs of different faiths.

What is the impact on the local area?

KS1 children spoke lots about our local church, referring also to other local places of worship.

Pupils in KS2 demonstrated their knowledge of the broad Muslim community in South Shields along with the fact that Gateshead is home to many followers of the Jewish faith, expressing that RE helps them to relate more to and respect these communities more. These children also understood the significance of local places of worship (such as Durham Cathedral and St Paul's Church) to the Christian faith, whilst they also spoke fondly of visits to the Buddhist Meditation Centre in Hebburn.

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

Children in KS2 explained some of the different beliefs across Britain, such as Christianity, Islam and people who don't believe in God, saying we need to learn to understand everyone.

KS2 children made links between RE as a subject and an understanding and promotion of protected characteristics, with respect being a key theme emerging again.

Impact of child conferences:

Higher and middle ability children in both key stages were articulate and well informed. Lower ability learners struggled more to recall specific experiences in RE.





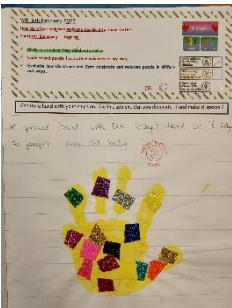

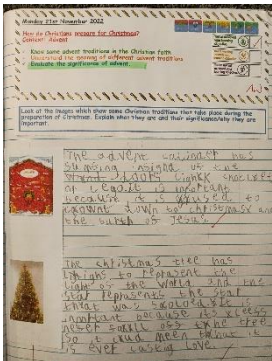
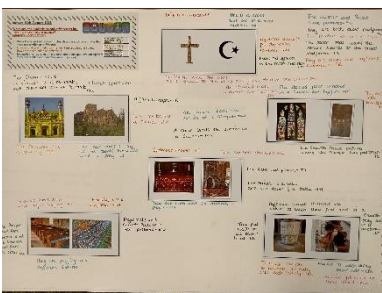



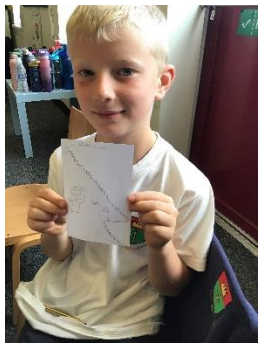
Impact of data:

Data down after expectations raised; SEND Vs non-SEND data most noticeable difference.

Next steps:

Broaden use of concrete resources in RE; continue to boost the confidence of SEND and LA children.

Portfolio of Work

			
EYFS	 <p>Reception performed a fantastic Nativity play in church to bring together all their autumn term learning on incarnation.</p>	 <p>In spring term, reception began to learn about a wider range of beliefs, here focusing on Judaism and the theme of belonging.</p>	 <p>By summer term, children in reception were able to hold a debate and discuss what God's plan might be for them.</p>
KS1	 <p>In autumn term, children in Y2 were able to evaluate the significance of different aspects of advent as we approached Christmas.</p>	 <p>Y1 compared and contrasted mosques and churches in spring term when learning about sacred places, visiting both to experience these.</p>	 <p>Children in Y2 were able to compare and contrast views around whether God's plan is set in stone or not, using higher-level vocabulary.</p>
KS2	 <p>Y6 visited the Lindisfarne Gospels in the autumn term, growing in wisdom about RE in their local area, before teaching other KS2 classes about these.</p>	 <p>Our RE debate morning in spring included Christian, Hindu, Muslim and atheist guests, all of whom had a huge impact upon children across KS2, evident in their follow-up debates.</p>	 <p>Y3's discussions around the paths of their lives were fantastic in summer term. They drew upon beliefs from a range of faiths, along with their own.</p>