



## RE – Intent, Implementation and Impact

### Intent

At Goathland Primary School, our Religious Education (RE) curriculum follows the **North Yorkshire Agreed Syllabus for RE (2024–2029)**. Our intent is to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as form thoughtful responses of their own.

We aim to ensure that all pupils:

- **Know about and understand** a range of religions and worldviews, recognising the diversity that exists within and between communities and individuals.
- **Express ideas and insights** about the nature, significance, and impact of religions and worldviews, including personal reflection on meaning, value, and identity.
- **Gain and deploy skills** to engage seriously with religious and non-religious worldviews, asking and answering deep questions about life, purpose, and truth.

RE at Goathland encourages pupils to think critically, reflect respectfully, and appreciate how religious and non-religious beliefs shape people's lives. It supports pupils in developing tolerance, empathy, and a strong sense of moral and cultural identity.

Our curriculum reflects the school's Christian heritage and local community context, while also ensuring pupils gain knowledge of global faiths and worldviews. This builds understanding, respect, and appreciation for the rich diversity of beliefs within modern Britain and beyond.

### Implementation

RE is taught as a **discrete subject** following the North Yorkshire Agreed Syllabus (2024–2029). It is structured across EYFS, KS1, and KS2 to ensure progression in knowledge, skills, and understanding. Lessons are sequenced to move from personal awareness and belonging in EYFS to theological, philosophical, and ethical enquiry in KS2.

#### *EYFS and Key Stage 1*

Pupils begin by exploring key questions that introduce them to religion and belief through their own experiences and stories.

- **EYFS:** Units include *Which people are special and why?*, *Which stories are special and why?*, and *What makes our world special?*
- **KS1:** Pupils explore *Who is a Christian, Muslim, or Jewish person and what do they believe?*, *How and why do we celebrate special and sacred times?*, and *What makes some places sacred?*

These units encourage curiosity, discussion, and reflection through stories, artefacts, visits, and celebrations.

#### *Key Stage 2*

Pupils deepen their knowledge and understanding through the exploration of **Christianity, Islam, Hinduism, Judaism**, and **non-religious worldviews**.

Across a four-year rolling programme, they explore questions such as:

- *Why is the Bible important for Christians?*
- *What does it mean to be a Muslim or Hindu in Britain today?*
- *Why do people pray?*
- *What do religions say to us when life gets hard?*
- *What matters most to Christians and Humanists?*

These enquiries are organised through the **three strands** of the syllabus:

1. **Believing** – religious beliefs, teachings, and sources of wisdom.
2. **Expressing** – religious and spiritual forms of expression, identity, and diversity.
3. **Living** – religious practices, values, and commitments in daily life.

Each unit provides opportunities for pupils to:

- Engage with stories, texts, and artefacts.
- Participate in debates, drama, art, and visits to places of worship.
- Explore both religious and non-religious worldviews.
- Reflect on their own beliefs and values.

### *Curriculum Time*

RE receives a **minimum of 5% of curriculum time**, as recommended by the North Yorkshire Agreed Syllabus:

- EYFS: approximately 36 hours per year.
- KS1: approximately 36 hours per year.
- KS2: approximately 45 hours per year.

### **Assessment**

Assessment in RE is continuous and designed to capture pupils' progress across **substantive knowledge** (what pupils know about religions and worldviews) and **disciplinary knowledge** (how they use enquiry, analysis, and interpretation to understand them).

- **Formative assessment** occurs throughout lessons through questioning, discussion, and observation. Teachers evaluate pupils' engagement and understanding and use this to adapt teaching.
- **Summative assessment** takes place at the end of each unit, focusing on the three syllabus aims: knowing, expressing, and deploying skills.
- The school uses the **Balance Assessment Tool** to record, track, and monitor progress in RE.
  - It enables teachers to assess pupils' grasp of key knowledge, vocabulary, and enquiry skills.
  - It ensures consistency across the school and provides clear evidence of progression.
  - Subject leaders review Balance data termly to inform planning, identify gaps, and celebrate strengths.

This approach aligns with the *North Yorkshire Syllabus guidance on assessment and progression* (Section D), ensuring that RE remains rigorous, reflective, and developmental.

### **Impact**

By the end of each key stage, pupils at Goathland Primary School will:

- Have developed an informed understanding of a range of religions and worldviews.
- Be able to explain and compare how people express and live out their beliefs.
- Use correct vocabulary to describe and discuss religious and moral concepts.
- Demonstrate respect, empathy, and understanding towards people with beliefs different from their own.
- Reflect thoughtfully on their own ideas and values, making connections between learning and their personal worldview.

The impact of RE is monitored through:

- **Balance assessment data** and evidence of work in books.
- **Pupil voice** and discussion to gauge understanding and engagement.
- **Lesson observations and learning walks** to ensure high-quality teaching.

Through RE, pupils are prepared for life in modern Britain, developing a sense of belonging, curiosity, and appreciation for the diversity of beliefs and values that make up our world.