Misterton Primary and Nursery School

Intent, Implementation and Impact in Religious Education

• Intent	• Implementation	• Impact
• For pupils to gain coherent knowledge and understanding of a range of religions and non-religious worldviews represented locally, nationally and globally. • For pupils to express informed ideas and insights about the nature, significance and impact of religion and worldviews. • For pupils to engage in thoughtful, critical and respectful enquiry, asking questions about meaning, belief, identity and belonging. • For pupils to develop the skills needed to interpret, analyse and evaluate religious and worldview perspectives. • For pupils to recognise diversity within and between religions and worldviews and appreciate the influence these have on individuals and communities. • For pupils to become independent learners who can discuss, debate and communicate their ideas clearly and respectfully.	• Units of work are planned in accordance with the Nottingham City and Nottinghamshire Agreed Syllabus for Religious Education 2026-2031, which promotes the study of religion and worldviews through a plural and enquiry-based approach. • All pupils in EYFS and KS1 receive 36 hours of RE learning per year and all pupils in KS2 receive 45 hours per year, in line with syllabus expectations. • In EYFS, pupils develop awareness of themselves, their families, communities, beliefs and experiences through exploration of special people, places, stories and celebrations. • In KS1, pupils encounter Christianity and other religions and worldviews, learning about beliefs, practices, stories, symbols and ways of living. • In KS2, pupils deepen their understanding of Christianity alongside a range of other	• Pupils leave Misterton Primary and Nursery School with secure knowledge and understanding of a range of religions and worldviews. • Pupils demonstrate curiosity, respect and understanding towards people whose beliefs and experiences may differ from their own. • Pupils can ask thoughtful questions, discuss complex ideas and justify their opinions using appropriate vocabulary and evidence. • Pupils understand that diversity exists within and between religious and non-religious worldviews. • Pupils can make connections between beliefs, values and ways of living in local, national and global communities. • Pupils develop confidence in expressing their own views whilst showing respect for the views of others.

• For pupils to take pride in their RE work and present it to a high Take Care standard.	religions and worldviews, exploring similarities, differences and lived experiences. • Teaching is structured around enquiry questions and incorporates theological, philosophical and human/social science approaches to learning. • Vocabulary is explicitly taught and revisited through knowledge organisers, displays and discussion. • High-quality texts, visitors, artefacts, first-hand experiences and educational visits enrich learning and develop cultural capital. • Teachers provide appropriate support and challenge to ensure all pupils can make progress. • Opportunities for discussion, reflection and respectful dialogue are embedded throughout lessons. • Staff follow the school's presentation and handwriting expectations.	• Pupils enjoy RE and recognise its value in helping them understand themselves and the wider world. • Evidence of progression in knowledge, expression and disciplinary skills is visible in pupils' work and discussion. • Teachers use assessment, feedback, pupil voice, book monitoring and learning walks to evaluate the impact of the curriculum and inform future developments. • Subject leader ensures that RE continues to meet the requirements and aspirations of the Nottingham City and Nottinghamshire Agreed Syllabus 2026-2031.