

Religious Education

The main aim of RE is to support pupils to reflect on the changing nature of religion and worldviews in modern Britain and help children understand that religion and worldviews are a lived experience for people and communities. Children should become increasingly reflective about their own (and others) worldview and how it is influenced.

| INTENT | IMPLEMENTATION | IMPACT |
|---|--|--|
| <p>Our curriculum is:</p> <p>Aspirational</p> <ul style="list-style-type: none"> creates, sympathetic, tolerant, open minded pupils who belong in a global community (Belong) driven by real experiences that children enjoy (Belong) shows children the opportunities and cultural wealth in the local community (Belong) opens children’s eyes for their futures and prepares them for life in modern Britain (Aspire) responds to current events and children`s interests to inspire them to make a difference (Aspire) encourages achievement and promotes good outcomes for pupils (Achieve) enables children to thrive and develop their talents (Achieve) <p>Coherent and Sequenced</p> <p>-Kapow is used to provide high quality teaching and learning, whilst keeping teacher workload manageable.</p> <p>The curriculum covers a number of organised religions and worldviews that reflect the fact that the religious traditions of Britain are in the main Christian, while taking into account the teaching and practices of other principal religions (including Muslim, Hindu, Sikh, Jewish, Buddhist and Humanist).</p> <p>Progressive</p> <p>- Kapow’s Religion and Worldviews scheme is designed as a ‘spiral’ curriculum so follows planning of units have the following principles:</p> <ul style="list-style-type: none"> cyclical (units build on pupils’ knowledge and understanding from previous units); increasing in depth (each time a concept, religion or worldview is taught it is covered in greater complexity and different contexts) Prior knowledge (each time a concept or religion is returned to pupils will build on what they have learnt before. <p>Inclusive</p> <ul style="list-style-type: none"> All children are given equal opportunities to access the RE curriculum Every unit starts from each child’s experiences. Children supported and challenged to succeed We enable our children to have first-hand experiences through a variety of visitors and trips Assessment statements are not bound by literacy skills | <p>RE is taught in every year group including LC. In KS1 and KS2 - each year group has a different unit every term. Each unit follows 3 knowledge strands: substantive, disciplinary and personal.</p> <p>The RE scheme follows a spiral curriculum model where lessons are sequenced to previous conceptual knowledge is built on.</p> <p>Each unit includes overarching ‘big questions’ which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts. The RE curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people’s lived experiences of their beliefs</p> <p>RE is taught independently. However, staff may choose to link English or other subject work to their RE units to further immerse and engage children.</p> <p>In EYFS RE is taught through theme work.</p> <p>Progression documents</p> <p>Each year group from EYFS to Y6 has a RE toolkit document. This outlines the learning objectives for each unit of RE and the EYFS or National Curriculum statements that are linked to the unit.</p> <p>Big Questions are:</p> <p>Why are we here? Why do world views change? What is religion? How can worldviews be expressed? How do worldviews affect our daily lives? How can we live together in harmony if we have different worldviews?</p> <p>Knowledge Organisers</p> <p>There is a knowledge organiser for each unit taught in KS1 and KS2 – available on the Discovery RE community page.</p> <p>Trips and visits</p> <p>RE learning is enhanced by trips in our local area, such as walks to local churches and places of worship. We also make use of visitors as much as possible, such as local religious figures and school community members.</p> <p>Recording</p> <p>RE is taught allowing learning to be recorded in different ways, e.g. pictorial, discussion, drama, art. Learning is not necessarily ‘written’.</p> <p>Learning is recorded in RE books that follow them through each key stage. Lessons that are not recorded in books are recorded on Padlet under the RE heading.</p> <p>EYFS staff record learning on Padlet and written work is recorded in a child’s learning journal.</p> <p>Additional support for SEND / EAL children</p> <p>Discovery RE units are assessed at three levels, working at expected level, working towards and working beyond. This lends itself to teachers being able to provide learning at every child’s level, offering scaffolding and greater depth activities where appropriate.</p> <p>We use a range of strategies to support SEND pupils e.g. use of appropriate vocabulary, modified text passages, different levels of written or oral questions, support for pupils with EAL, varying levels of adult / peer support.</p> <p>Children working at Greater Depth</p> <p>We ensure challenge by encouraging pupils to think creatively, explore and develop ideas, and try different approaches. Encourage pupils to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.</p> <p>Ask children to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.</p> | <p>Assessment</p> <p>Teachers use formative assessment during lessons to ascertain pupils’ understanding and those pupils who need challenge and support.</p> <p>Teachers assess pupils at the end of each unit of RE taught using the toolkit document. This is entered on INSIGHT to state whether pupils have met expectations, are working toward expectations or are working with a greater depth of understanding.</p> <p>Early years staff assess children using the early learning goals. Staff in preschool can use development matters (band 3-4 years) to check that children are ‘on track’.</p> <p>Books and Padlet</p> <p>Pupils learning in books and on Padlet will demonstrate that they have made progress to the end points of the unit. They will show a range of experiences and opportunities for example children will have taken part in discussions, artwork, drama and recorded work.</p> <p>Pupil voice</p> <p>Children will be able to articulate their learning in RE by using subject specific language, talking enthusiastically about what they have learnt. They will be able to articulate what they and other people believe and the difference it makes to how they live.</p> <p>Monitoring</p> <p>The subject leader monitors the subject through:</p> <ul style="list-style-type: none"> ensuring coverage of the units of work / planning scrutiny reviewing books / work scrutiny pupil conferencing to ensure that pupils are able to articulate their learning lesson observations / learning walks data analysis support to teachers in developing subject knowledge subject review by link Governor <p>Reporting</p> <p>An assessment is made at the end of each year in KS1 and KS2 which is reported to parents.</p> <p>The expected impact of the RE curriculum is that children will:</p> <ul style="list-style-type: none"> Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance. Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally. Understand some of the ways religions and worldviews are studied (disciplinary knowledge). Build secure vocabulary which allows them to talk confidently and fluently about their learning. Also, to answer questions about worldviews through an enquiry-based approach. Talk about similarities and differences between their own and others’ beliefs with respect and open mindedness. Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people/communities. Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place. |