



Subject Leader Position Statement

Subject: RE

Date: January 2023

Intent

RE is an important subject, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religion and beliefs inform our values and are reflected in what we say and how we behave. Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Bradley Primary School, RE has a significant role for the development of pupils' spiritual, moral, social and cultural development. The principal aim of RE is to engage pupils through an enquiry and spiral based approach. These approaches allow children to understand and appreciate their beliefs, whilst building on prior knowledge to ensure effective progression. It is our intention to ensure that RE investigative units centre around the exploration of 'Key Questions.'

Our aims in teaching RE include the following:

- Developing an awareness of spiritual and moral issues in life experiences.
- Developing an understanding of what it means to be committed to a religious tradition.
- Reflecting on individual experiences and fostering a personal response to the fundamental questions of life.
- Developing an understanding of religious traditions and appreciating the worldwide cultural differences. This is achieved through enrichment opportunities where we organise trips out to places of worship to enhance children's learning experience.
- Allowing children, the opportunity to handle artefacts.
- Developing investigative and research skills enabling children to make reasoned judgements about religious issues.
- Providing extended learning opportunities through home projects, questioning and discussions.
- Having respect for other peoples' views and celebrating the diversity in society.

Rationale

Religious Education in our school follows the Lancashire Agreed Syllabus. This syllabus incorporates the delivery of three investigations linked to Christianity: God, Jesus, and the Church. Moreover, there are investigations based around other major religions such as: Islam, Buddhism, Judaism, Hinduism, Sikhism. Children will learn about key beliefs, festivals and inspirational figures within each religion covered. The teaching and learning sequence within each unit follows the same model:

- Shared Human Experience
- Beliefs and Values
- Living Religious Traditions
- Search for Personal Meaning

Through this syllabus the children are encouraged to ask questions and search for their own answers. They can reflect on their thoughts and feelings while developing an understanding of social and moral practices. Vocabulary is at the heart of our curriculum and there is a knowledge organiser for each religion, which will allow children to articulate their understanding and knowledge. Enrichment opportunities within school will ensure all our pupils have experiences to make links between their learning and the world in which we live in. We believe our curriculum will prepare



our pupils well for their secondary education and that it inspires them to find out more about the world around them.

Implementation

The RE subject leader is responsible for the curriculum design, delivery and impact in this subject. We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. We use their experiences at religious festivals such as Christmas, Easter, and Eid to develop their religious thinking. In addition to this we have a range of resources available to compliment the schemes of work including a variety of artefacts, relevant ICT resources and resources gathered from RE network cluster meetings. The vocabulary children need for each unit are on the children's knowledge organisers along with a key learning grid for each religion. Teachers plan their RE lessons using the Lancashire teaching ideas and our Bradley curriculum document.

Support Available

CPD will be offered to staff where needed, this may be a course to attend, an online CPD programme to take part in or the subject leader delivering training to the rest of the staff.

Assessment

Children are assessed throughout investigations as part of their on-going learning. This can be through speaking and listening work that has occurred within the lessons along with the vocabulary used. Children are assessed at the end of the year based upon whether they are secure in age related expectations. Samples of work are collected from each year group at the end of each unit. There is an assessment grid which children place into their books prior to any learning taking place. This allows us to see the progression being made within the lessons.