

Intent:

At Eastfield we aim to deliver a high quality R.E curriculum that will help our children to build knowledge (procedural & declarative) and understanding of Britain's diverse range of religions and cultures. Religion and beliefs inform our values and are reflected in what we say and how we behave. It will provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It will develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. We aim to develop our children's

Knowledge and understanding of:

- A range of religions and world views so that they can;
- Describe, explain and analyse beliefs and practices recognising that diversity exists among communities and individuals.
- Identify and investigate questions posed.
- Appreciate and appraise the nature, significance and impact of the different ways of life, expressing meaning.
- Explain reasonably their ideas about how beliefs and practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions about identity, diversity, meaning and value, including ethical issues.
- Appreciate varied dimensions of religions or a world view.

The Skills to :

- Find out and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

We want to inspire children's curiosity to know more about religion by enquiring into five principal religions; Christianity, Islam, Judaism, Sikhism and Hinduism. Our curriculum is delivered through a bespoke curriculum based on the principals of the Lincolnshire Agreed Syllabus.

Our curriculum has an enquiry based approach and aims to develop children's knowledge and understanding through the use of a key question. The **key question** for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. RE at Eastfield focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Curriculum Organisation:

[illegible]

	Autumn 1	ART	Autumn 2	D&I	Spring 1	ART	Spring 2	D&I	Summer 1	Summer 2
Year 3	Hinduism Would celebrating <u>Diwali</u> at home and in the community bring a feeling of belonging to a Hindu child?		Christianity What is the importance of symbols in Christianity?		Christianity Could Jesus really heal people? Were these miracles or is there some other explanation?		Christianity What is good about Good Friday? Why does Easter symbolise hope for Christian people? <i>Vicar Visit - rev Julie</i>		Hinduism How can Brahman be everywhere and in everything?	Hinduism How does worship, celebration and pilgrimage build a sense of community?
Year 4	Judaism How special is the relationship that Jews have with God?		Christianity What is the significance of community for Christians at Christmas time? <i>Rev Julie Visit</i>		Judaism How important is it for Jewish people to do what God asks them to do?		Christianity Is forgiveness always possible?		Judaism What is the best way for Jewish people to show commitment to God?	Christianity Who are the key Christian figures and how have they influenced the Christian faith?

Year 5	Sikhism How far would a Sikh go for his/her religion?		Christianity Is the Christmas story true? <i>Rev Julie Visit</i>		Sikhism Are Sikh stories important today?		Christianity Did God intend Jesus to be crucified and if so was Jesus aware of this?		Sikhism What is a Guru and how influential can they be in society today?		Christianity What is the story of Christianity?
Year 6	Islam Possible Visit Here What is the best way for a Muslim to show Commitment to God?		Christianity How significant was it that Mary was Jesus' mother?		Christianity Is anything ever eternal?		Christianity Is Christianity still a strong religion 2000 years after Jesus was on earth?		Islam What do Muslim people believe about creation, life and life after death? How does this help them to lead a good life?		Islam Does belief in Akhirah (life after death) help Muslims lead good lives? How does Jihad influence this?

Our children also have access to a visit from a Buddhist Monk at the beginning of each school year and we take it in turns, year group by year group to visit the Buddhist Centre in Hull, giving the children the opportunity to learn about a further religion. Staff use their phase budget to ensure that the children have access to a religious visit or visitor once per term that is linked to their programme of study.

Pedagogy:

There are 59 enquiry models that the children will be exposed to during their time with us at Eastfield. Each of these models is organised and delivered using a 4 step model;

1. Engagement - Explores the children's own experience and current understanding of the area of religion whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them.

Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience). *This usually takes around one lesson.*

2. Investigation - The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. *Around 3 lessons.*

3. Evaluation - This lesson draws together the children's learning and their conclusions about the key question of that enquiry. The children are exposed to an assessment task which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. *1 lesson*

4. Expression - Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence in their books produced in this lesson. *1 lesson.*

Impact:

At the Leadership Level

R.E has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** - identifying the work that needs to be conducted *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** - focused improvement work *e.g. CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** - impact of leadership work *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*

R.E has an identified Subject Lead and is part of the Cultural Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of R.E across the school.

At Classroom Level

The impact of the acquired knowledge and skills is measured in the **Expression Lesson** in the form of a written exit question that allows the children to showcase what they have learned. Where a written exit question is not appropriate for the task, the teacher is free to design a quiz or a practical task which can be evidenced with pictures and annotations etc.

On an annual basis teachers provide a summative assessment for children within their class. This is analysed by the Subject Lead.

R.E Subject Lead: **Emma Spencer**