******RE at GCA**

Believe

And

Achieve

**Intent:**

* We aspire for children to learn about and from religion so that they can have a better understanding of the world in which they live. Children will begin to make sense of religion and start to reflect upon their own ideas and way of life helping them to develop their growing sense of self and place within their local community and wider world.
* We want children to become independent and responsible members of society who will explore their own big questions about life, to find out what people in society believe and what difference this makes to their lives and how they choose to live.
* Children will develop a deepening knowledge and understanding of Christianity and the other principal religions represented in Great Britain. They will develop this understanding through eight key areas; sources of wisdom, beliefs and practises, identity and belonging, prayer, worship and reflection, justice and fairness, human responsibility, symbols and actions and ultimate questions
* Children will understand what it means to be a British Citizen, or someone from another country who lives in Great Britain, their rights and responsibilities and will develop awareness and tolerance of living in a multi-cultural society.
* Children will develop their own ideas, values and identities and through oracy will be equipped to participate positively in society as a citizen, to combat prejudice and prepare them for future employment and lifelong learning.
* Children will appreciate the way that religious and non-religious beliefs shape life and behaviour and gain confidence in making their own reasoned and informed judgements about religious and moral issues as part of their spiritual, moral, cultural and social development.

**Implementation:**

* RE will be taught for a minimum of 45 minutes to hour a week. We use the Herts Agreed syllabus 2017-2022 as the basis for our curriculum. RE units are mapped out on the whole school curium map and medium term plans. In developing the curriculum components of the agreed syllabus, RE today and NATRE have been used to create the planning whilst encompassing British Values and our school values of leadership, learning, enjoyment, inspiration, integrity, inclusion and responsibility as well as our school mantra, ‘I am kind to myself and I am kind to others.’
* From the syllabus is it required that:-

in the Early Years Foundation stage children will encounter Christianity and other religions and beliefs represented in the class, school or local community. RE will support a growing sense of the child’s awareness of self, their own community and their place within this.

. In KS1 a minimum of 2 religions are studied; Christianity and one from Judaism or Islam.

In KS2 a minimum of 4 religions are studied. Christianity and at least three principal religions chosen

from: Sikhism, Judaism, Islam, Buddhism, Hinduism. In years 3 and 4 children will study Christianity,

Islam, Hinduism and Sikhism. In years 5 and 6 children will study Christianity, Judaism and Buddhism as

focus faiths.

* A range of pedagogical approaches will be used when teaching RE including; discussion, role play, stories, circle time, outdoor learning, photographs, paintings and artefacts. Oracy is a key factor in every lesson as our curriculum intent is for children to communicate confidently.
* Eight key areas of RE are taught throughout each year group: progress in RE is not linear so these can be taught in any order: sources of wisdom, beliefs and practises, identity and belonging, prayer, worship and reflection, justice and fairness, human responsibility, symbols and actions and ultimate questions. These will be mapped out and visited across the key stages.
* Children’s work will be record in a class big book with the date and learning objective and examples of high quality work. These can be through photographs, oracy bubbles, pictures, writing etc.
* Children will be introduced to key vocabulary so that they can express their understanding, views and opinions with confidence and respect.
* Children will have an access to a range of books, photographs, pictures and artefacts to explore and investigate. This will enhance children’s knowledge and understanding of religious faiths, beliefs and groups.
* Enrichment includes visits to our local church St Paul’s for the Easter and Christmas journey and a whole school Christingle event. The church holds collective worship assemblies at school each month. Children will also receive visits from different religious leaders and planned trips to religious places of worship from the 6 principal religions.

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| **Teaching sequence:**   * Big picture: placing of the religion and key area being studied in   the context of previous learning.   * Brief review of learning covered in previous lesson to provide feedback and consolidation using a variety of teaching strategies. * Specify key vocabulary to be used and its meaning. * Opportunities for the children to work interactively eg exploring paintings, artefeacts and religious texts, using other curriculum areas such as art, drama and music where possible with the teacher as the facilitator. * Reflection individually and as a class on the learning taken place. * Evaluate learning and compare with previous religions and key areas taught where applicable. | |  | |  |  | |
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**Impact:**

* Our RE curriculum is planned thoroughly to demonstrate coverage and progression of knowledge about Christianity and the other principal religions. Upon completion of each RE unit topic teachers will assess children against the progression of skills.
* Children will have developed acquisition of knowledge and understanding of Christianity and the other principal religions represented in Great Britain and sources of wisdom and their impact whilst exploring personal and critical responses.
* Pupil voice will show that children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
* Pupil voice will show that children can talk about people from the past and present who have been positive role models and who are off a different race or religion.
* Children will demonstrate respectful behaviour to all within the school and this is transferable outside of school and in the wider world.
* Children will know more, understand more and remember more about religions and their faiths and practises.
* Children will be confident in developing their own dialogue so that they can positively participate in society with their reasoned and informed viewpoints and ideas.
* Children will start to reflect upon their own ideas and ways of living and make links between their lives and those in the community and wider world.
* Children will enjoy learning about religions and why people choose, or choose not to follow a religion.