**“Faith gives you an inner strength and a sense of balance and perspective in life!”**

**INTENT**

At Laceby Acres Primary Academy we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them.

The aim for R.E is:

‘*To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief.’*

The aim of Religious Education in **our** school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

It plays an important role, along with all other curriculum areas, particularly PSHCE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.

R.E. Skills

Pupils should develop skills in R.E. in order to enhance learning and this should be evident across the key stages

* *Investigation and enquiry:* asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts
* *Critical thinking and reflection:* analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences
* *Empathy:* considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others
* *Interpretation:* interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols
* *Analysis:* distinguishing between opinion, belief and fact; distinguishing between the features of different religions
* *Evaluation:* enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue

Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

**IMPLEMENTATION**

At Laceby Acres, we follow the Discovery R.E. Scheme of Work.

A NATRE report says that:

* Pupils need to learn subjects in sufficient depth so that they remember what they have learnt
* Planning needs to be sufficiently detailed and sequenced so that pupils develop secure long term understanding building upon what they have learnt before (NATRE, 2020)

Our teaching of R.E. (Using the Discovery R.E. model) is based on a four-step enquiry process.



 Step 1 – Engagement

The human experience underpinning the key question is explored here within the children’s own experience, 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). The **BRIDGE** concept/experience is shown clearly under the Step 1 box on the planning. This guides the teacher as to the focus of Lesson 1, which does not have to include anything explicitly ‘religious’.

**Step 2 – Investigation**

The children are guided through the enquiry, gaining subject knowledge which has been carefully selected to assist their thinking about the key question. Depth of knowledge is important so the content covered will be selective. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

Step 3 – Evaluation

This lesson draws together the children’s learning and their conclusions about the key question. This activity is used for assessment purposes and we call it a ‘Now Do’. The teacher assesses by using age-related expectation descriptors. This will be in conjunction with the observations of the children’s work and responses through the enquiry. Children’s insights are not bound by literacy skills.

**Step 4 – Expression**

In this fourth part of the process children return to their own experience to reflect on how the enquiry may have influenced their own starting points and beliefs.

Discovery RE is a comprehensive set of detailed of MTPs for RE from Foundation to Year 6. 64 Enquiry modules are taught covering Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. These provide engaging and challenging lessons for the children to learn about the world around them. Christianity is taught in every year group, with Christmas and Easter given fresh treatment each year, developing children’s learning in a progressive way.

The Owl Crew prompt children to ask questions and provide answers or challenge them with further questions. They also double as distancing tools when difficult questions are asked.

We use Discovery R.E. because it…

* Makes RE a learning experience to look forward to
* Provides a safe enquiry space
* Encourages deep questioning
* Enhances critical thinking and evaluation skills
* Support spiritual development
* Equips them to celebrate diversity

Our RE curriculum is designed to engage and enthuse learners.  We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints.  We enable the children to make their own informed decisions and to have the confidence to voice their views.  It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

The RE curriculum is also about ‘belonging’.  It aims to nurture pupils’ awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present.  We all share a common humanity and we share our view of the world with an understanding of others’ views.

We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division. We want to offer the children a place where difficult or ‘risky’ questions can be tackled within a safe but challenging context.

RE nurtures SMSC development and pupils’ understanding of diversity.  The children discuss challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

**Impact**

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression.

 The children make progress by knowing more, remembering more and being able to do more. They need to transfer and embed key concepts into their long-term memory and apply them fluently.

 Children will make at least good progress from their last point of assessment.

 We measure the impact of our curriculum by knowing that:

 Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child’s individual starting point and their progression of skills. Children will therefore be expected to leave Laceby Acres Academy reaching at least age related expectations for RE.