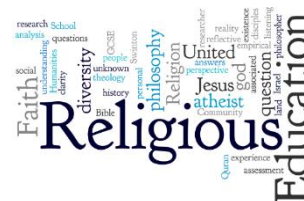




Religious Education



Religious Education equips our children with the social, moral, cultural and spiritual knowledge that prepares them for later life. It will form the building blocks that will enable them to form their own fundamental values and beliefs.



Intent

At Middlethorpe, our R.E. curriculum is designed to develop our children's knowledge and understanding of religions and beliefs around the world. Our RE curriculum values all belief systems. It is designed to explore religion, religious beliefs, practices, language and traditions, it aims to explore their influence on individuals, communities, societies and cultures. Pupils will be exposed to a range of important questions related to their own spiritual development.

The essential knowledge of Religious Education has been sequenced to ensure it builds within a year, and year on year. Children will investigate a range of religions, learn about religious beliefs and practises and explore how these impact people's lives. Introducing the key vocabulary relating to RE will enable all children to express their understanding, views and opinions confidently.

Know

Through Religious Education, we aim to develop the following essential characteristics:

- An extensive base of religious education knowledge
- A comprehensive understanding of the main religions in the world
- Fluency in the ability to apply questioning skills
- The ability to reach clear conclusions and explain their findings
- Excellent use of relevant vocabulary
- The ability to express well-balanced opinions sensitively and respectfully
- A mature, genuine interest in the subject and the range of areas included

Good or outstanding practice is characterised by:

- planning for each topic which is carefully checked by the subject leader to ensure that work set is appropriate and ensures progression
- clear skills 'ladders' shared with pupils to ensure they understand what they need to do to improve

- a variety of assessment activities including self- and peer-assessment, project work with peers, talk for learning, responding to teachers' written comments on post-its and opportunities for oral feedback - clearly identified in teachers' planning
- assessment information impacting on planning for the succeeding topic, to reshape the learning
- a range of monitoring strategies used by the subject leader and senior managers, including book trawls, marking and planning checks and pupil voice, as well as direct observations of teaching and learning to ensure consistency and the assessment of impact on provision
- portfolios of pupils' work used to help teachers moderate standards and provide accurate End of Key Stage assessments
- mechanisms to record evidence of oral contributions
- a rigorous and detailed assessment policy
- practice which includes regular points for formal assessments and the recording of other informal evidence of pupils' progress or the identification of difficulties, or signalling unusually good or perceptive pieces of work.

Taken from East Riding SACRE

Implementation

How are lessons in that subject planned for in the long, medium and short term?

Leaders have carefully selected the knowledge and skills children at Middlethorpe require to fulfil the aims of the subject. The long term plan takes in to account the content of the **Agreed RE Syllabus** and has the flexibility to further explore areas of interest. Key concepts have been identified that children encounter at different stages of their educational journey and then revisit and build on. The content has been mapped into six half termly units per year. These begin with an enquiry question.

Learning is sequenced and builds progressively.

Within a block of RE the key knowledge, skills and vocabulary have been identified for teachers to ensure that content and concepts are progressive across the whole school. All units begin with children investigating what key concepts are and what they are not. Opportunities are provided to present their geographical knowledge, learning and understanding in a range of ways. Consideration is given to how children who grasp concepts more rapidly and those learners who need more support are catered for within Religious Education.

Impact

Our RE syllabus is high quality, well thought out and is planned to demonstrate progressions of knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

Outcomes: RE books evidence a broad and balanced coverage of the units and demonstrate children's acquisition and retention of identified key knowledge. The ultimate impact of our agreed RE syllabus is that our children will have a sound understanding of a wide range of

religions, be able to discuss these, show understanding of how religion affects lives and be able to give examples of celebrations.

In KS2, pupils are expected to expand on the knowledge and understanding of religions and worldviews that they gained in KS1. The NCFRE says they should:

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities.
- Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.
- Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.
- Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.
- Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as **music**, **art** and **poetry**.
- Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.