



Curriculum Offer

RE

At Exhall Junior School (EJS), At St. Giles Junior School, we follow the local agreement for RE (<https://schools.warwickshire.gov.uk/managing-schools/standing-advisorycouncil-religious-education-sacre?documentId=33&categoryId=6>) In line with the National Curriculum for Religious education (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf), we aim for all students to experience a cohesive RE curriculum, rich in opportunities to explore their own beliefs as well as considering the beliefs of others in a respectful way. We aim for all children to explore and learn about a range of religions and worldviews in order to widen their experience and increase their curiosity about the world around them. Our key intentions are to learn about religion and also to learn from religion.

Statement of Intent

We aim to ensure a time allocation of 38 hours for the teaching of RE per year. It is our aim to ensure that the key processes: learning about religion (AT1) and learning from religion (AT2) and their elements are addressed and linked.

We aim to ensure that all children leave EJS with an understanding, respectful curiosity and tolerance for religions and worldviews other than their own.

Special Educational Needs (SEND) / Pupil Premium / Higher Prior Achievers

We recognise that all children will learn differently and that some will struggle more with aspects of the curriculum such as RE. Our curriculum allows for a wide range of differentiation, and all staff are well equipped to adapt lessons to meet the needs of all students and ensure that every child is able to access the learning and achieve the learning intention. RE is taught in a variety of ways, allowing for creative lessons where a range of skills are applied.

Those children who are prior higher attainers have the opportunity to deepen their learning through extension tasks and further reflection on their learning. In addition to this, they are also able to support their peers in their learning through the use of peer support and guided discussion.

Implementation

Following the Warwickshire agreed syllabus for teaching of RE, all students cover the following units in sequential order from joining EJS in Y3.

- Unit: L2.1 What do people believe about God?
- Unit: L2.2 Why is the Bible important to Christians?
- Unit: L2.3 Why is Jesus inspiring to some people?
- Unit: L2.4 Why do people pray?
- Unit: L2.5 Why are festivals important?

- Unit: L2.6 Why do some people think life is a journey?
- Unit: L2.7 What does it mean to be a Christian?
- Unit: L2.8 What does it mean to be a Hindu in Britain today?
- Unit: L2.9 What can we learn from religions about deciding right and wrong?
- Unit: U2.1 Why do some people believe God exists?

Long Term Curriculum Plan	Full Coventry and Warwickshire agreed syllabus
https://docs.google.com/document/d/1N2sLMVPMYeU9NX9p02inaUtxwwGGekCl/edit?usp=sharing&oid=101363853759850187552&rtpof=true&sd=true	https://drive.google.com/file/d/1lvW-v1PFaUtmEstW4oUE2bZPYofFFTcO/view?usp=sharing

Impact

By the end of each key stage 2, pupils are expected to know, understand and apply skills set out in The Warwickshire Advisory Guidance. Assessment criteria has been developed in line with the expectations laid out in the Agreed Syllabus, to enable teachers to assess the progress of the children as they move through each year group. Termly summative assessments are used to determine the children's' understanding and inform teacher's planning and further scaffold support for pupils. This data is reviewed on a termly basis by the subject leader who also carries out learning walks, book scrutinies and lesson observations. The impact our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE curriculum.

- extend their knowledge and understanding of religions and beliefs
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular worldviews
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an everchanging society