

RE

School Focus- RE is an academic subject which is given priority. Staff work hard to make it NOT LITERACY although many links are made to a literacy context. Staff ensure that children who might find other academic subjects challenging are given a chance to shine in RE, embedding our vision- LOVE-LIGHT-ALL. There is a focus on developing knowledge and skills for deeper understanding.

Intent:

At Castlemorton CE Primary School we believe that Religious Education has a vital part to play in our school curriculum. It makes a substantial contribution to the development of every child by:

- developing knowledge and understanding of Christianity and other principal religions
- fostering enquiry and a sense of awe and wonder
- encouraging respect for those holding different beliefs and learning to 'disagree well'
- developing spiritual, moral, cultural, mental and physical capabilities

Implementation:

Religious Education in our school is provided under the terms of the Worcestershire Agreed Syllabus and Understanding Christianity. The aims and objectives are for **all** pupils to:

- Develop religious literacy
- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK
- Develop an understanding of the influence of beliefs (both religious and secular), values and traditions on individuals, communities, societies and cultures in a global community
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions
- Develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of the principal religions represented in the UK
- Acquire a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth
- Discover opportunities for personal reflection and spiritual development



- Reflect upon their pursuit of a set of moral values which will be a guide to their behaviour;
- Consider how their own experiences can contribute to reflection on the fundamental questions of human existence
- Develop and apply their cross-curricular skills to the study of religious beliefs and practices
- Promote a willingness to challenge religious, racial and cultural stereotyping and prejudice
- Encourage, support and promote good relationships within and between families, communities and religions

To do this R.E. needs to:

- Develop pupils' skills including reasoning skills
- Enable pupils to ask and answer questions
- Discover information to approach new material with empathy
- Allow pupils to acquire and retain knowledge and use their knowledge to understand their world, build community and develop their personal position
- Reflect on learning

Throughout the R.E. curriculum pupils are encouraged to **explore** religions and texts, **engage** with their knowledge, and **reflect** on their learning; the connections and its impact.

A two yearly cycle of topics is planned as an overview of teaching and learning. The units are planned using Worcestershire Agreed Syllabus, resources from RE today and from Understanding Christianity. This is reviewed, adapted and can flex with the needs of the children. As part of the planning process, teachers plan the following:

- An elicitation task – to determine a starting point for lesson planning. This can check the children's general knowledge about a history topic or prior learning
- A knowledge organiser which outlines key knowledge (including vocabulary) supporting children to 'know more'; used as an aide memoire and to support retention and recall.
- A cycle of lessons for each subject, which carefully plans for progression of skills and depth of understanding. Key questions and key skills make up the sequence of learning. Children use the key questions as a starting point for their own enquiry and opportunities are built in for children to reflect on their learning.
- A low stakes quiz used during and/or after a cycle of lessons to support learners' ability to 'know more and do more'
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Teachers may also plan trips and visits from experts who will enhance the learning experience.

- Cross curricular links as appropriate (PSHEC, Art, Literacy, Science, Drama, Global Education and Education for Sustainable Development, Art and Design Technology, Geography and History)

Specialist Teaching and Links

- Regular visits from Rev Chris. Strong links with Diocesan team.
- Annual visits to places of Worship.
- Internet opportunities to gain an insight into the views and beliefs of others.
- Links to celebrations with community faith leaders.

Impact:

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

- A reflection on standards achieved against the planned outcomes
- Formative and summative assessments against key questions and expected outcomes
- Tracking of knowledge in pre and post learning e.g. from elicitation tasks/quizzes
- Pupil discussions about their learning

Verbal feedback is provided within lessons and children's work is acknowledged marked with misconceptions addressed verbally. Key spellings are picked up and this is managed carefully according to the child's needs. Formative assessments are made against key questions and these assessments inform planning, support end of unit summative assessments and end of year reports.