

## RE ON A PAGE

Religious education in primary school is not just about imparting knowledge, but also about nurturing values, fostering empathy, and promoting respect for diversity. It is a powerful tool that can help shape the hearts and minds of the next generation, inspiring them to build a better world based on compassion, justice, and peace.



### Intent - We aim to...

Engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.

Encourage children to ask and reflect on challenging questions.

Develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others.

Enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.

Encourage children to appreciate and respect the different cultures in today's society.

### Implementation - How do we achieve this?

#### Planning and Knowledge Organiser (KO)

Teachers have access to the school's Religious Education KO and use that as their basis for planning. This document outlines the knowledge, skills and vocabulary required for each unit and allows teachers to see the skills and knowledge which have been taught previously. This ensures our curriculum is designed to provide a coherent and progressive pathway of learning that builds on prior knowledge and skills and is informed by a deep understanding of pupils' needs and interests. We ensure that we comply with the legal requirements by following the **Gloucestershire Agreed Syllabus for Religious Education 2017-2022** and **Understanding Christianity**. Teachers are encouraged to plan from the Digging Deeper parts of planning. Planning is often in collaboration with Father Howard, from Holy Trinity Church.

#### Children are challenged in a range of ways

Religious education lessons encourage children to think critically about their own beliefs and the beliefs of others. They are challenged to ask questions, evaluate evidence, and consider alternative perspectives. Lessons often explore ethical dilemmas and moral issues. Children are challenged to consider how religious teachings and values can guide their own ethical decision making. Children are exposed to different cultures and ways of life. They are challenged to develop an understanding and appreciation of diversity, to reflect on their own spirituality and to explore the meaning and purpose of life. Working collaboratively challenges pupils to develop their interpersonal skills, such as listening, sharing, and respecting the views of others.

#### How RE is taught

Religious Education is generally taught on a two day blocked basis. This enables children to think deeply and explore bigger questions using P4C discussions. Art is often used as a vehicle to express thoughts and ideas. Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other religions and subject areas where appropriate. RE is valued and included in daily practise such as worship/assembly times and class reflection assemblies. Our assemblies are often run by our friends from both Holy Trinity Church and Minchinhampton Baptist Church. Where possible, teaching will be supplemented with trips to places of worship or visits from people from our local religious communities eg Year 3/4 visit the local mosque and Hindu temple. In EYFS RE is linked to the Early Learning Goals and provides children with opportunities to explore the world of religion in terms of special people, books, times, places and objects. Children learn through stories and songs and play based activities that introduce children to key religious concepts and beliefs with opportunities to handle religious objects/ artefacts. Children develop an appreciation of the cultural and religious diversity through celebrating religious festivals eg Diwali, Hanukah and Eid.

### Children are supported in a range of ways

Lessons are practically led as much as possible and pupils are provided with a variety of engaging resources to bring the religious concepts to life. This is an opportunity for pupils to deepen their learning and develop their understanding of the concepts being taught. We teach lessons using different techniques to appeal to different learning styles e.g. videos, drama, texts, practical activities. We ensure that there are opportunities for paired, group and class discussion to consolidate learning and extend explanations. There are opportunities for individual research and presentations and the link to P4C encourages children to question and extend their learning. SEND and EAL pupils spend more time learning the vocabulary needed to access the learning of each topic. Pupils are given opportunities to consolidate their learning and improve their memory recall of key religious concepts, teachings and practices using retrieval practice. Teachers may use quizzes to test students' understanding of key religious concepts, such as the Ten Commandments or the Five Pillars of Islam. This helps students to identify areas where they need to improve their knowledge. At the start of each religious education lesson, teachers may ask students to recall what they learned in the previous lesson. This helps to reinforce learning and ensure that important concepts are not forgotten.

### Assessment

Learning is assessed using formative assessments with a lesson and teaching adjusted accordingly. At the end of each unit, pupils are assessed against statements linked to NC for one of the following; Understanding the Impact, Making Connections, Making sense of belief. Data is recorded on Target Tracker. A final summative assessment is completed in July. The RE lead completes a data report based on these results which then inform the next year's action plan.

## Impact - How do we know we have achieved our aims?

Children are fully engaged in RE lessons. They are curious to learn more and ask pertinent questions. Children listen to and challenge each other in a safe, respectful way.

Children are **able to speak in interviews about spirituality**, making links with modern world and belief. They are articulate about their places of worship and experience events at the church.

Children make links between RE themes in P4C sessions and ask and answer questions with religious leaders in Worship/Assembly. Father Howard noted that children were now asking more and better questions and also proposing fuller answers to his questions.

SEND children can access the RE curriculum through engaging, multisensory learning experiences with a variety of outcomes such as dance, art, drama, debate.

Children are bothered about faith and how we behave both towards each other and to our planet and can argue with evidence.