

INTENT – we aim to...

Subject on a Page – R.E.



Teach skills that progress from EYFS to Year 6.

Provoke challenging questions about life, God, reality, right and wrong, & humanity.

Equip pupils with knowledge and understanding of a range of religions and worldviews.

Enable pupils to develop their own ideas, values and identity and to articulate these clearly.

Gain and deploy skills needed to interpret and evaluate texts and sources of wisdom.

Encourage pupils to respect the right of others to have different views, values and ways of life.

IMPLEMENTATION – How do we achieve our aims?

Planning:

RE is planned using the Notts Agreed Syllabus and the Understanding Christianity resource. Each class has six discrete units to cover during the year which all pose an enquiry question. Classes all cover a unit on God, Salvation and Incarnation which show clear progression across school. All pupils have the opportunity of visits and visitors to bring their RE learning to life; for example, walking to St Mary's church Lowdham, or going to a multi-faith workshop in Leicester.

Recording:

Children in KS1 record their RE in a class floor book. This means that the focus in lessons is on discussion and participation rather than writing. Children can respond in a variety of ways; this is recorded in the shared book. In KS2, children have an RE book and work can be recorded in writing, pictures, drawings and photographs. Time is given for children to reflect on their learning and this is recorded in thought or speech bubbles. All classes, from EY to Y6, have a Class Record Book which stays with the cohort for the whole journey; this is a way of celebrating what is studied as well as showing progress.

Assessment:

RE is assessed at the end of each half-termly unit using an assessment grid which links directly to the objectives used for planning. These objectives are taken from the Agreed Syllabus and Understanding Christianity. Teachers use their professional judgement based on both oral and written responses; children are encouraged to know that there is no right and wrong answer in much of RE and their reflections play an important part in assessing their development.

Vocabulary:

Developing the use of the correct vocabulary in RE is crucial and so key vocab is identified and listed for each unit of learning. This is then used to assess knowledge and enables pupils to express and communicate their ideas and thoughts clearly and effectively.

EYFS:

Our children's journey in RE starts in EYFS which is why our progression document begins here. The units from the Notts Agreed Syllabus and Understanding Christianity are both incorporated into the RE curriculum in Early Years. The ELGs reflected in this are 'Personal, Social and Emotional Development' and 'Understanding of the World'. Children's learning is celebrated and recorded in a floor-book.

Values: 'SHINE LIKE STARS'

Love others: we value all people **Reach out:** we learn about other ways of life
Everyone join in: RE is about being inclusive **Never give up:** all our responses are valued
Always do your best: we learn about inspirational people in RE

SEND: Our children with SEND access the RE curriculum through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Many children with special educational needs are able to join in with deeper thinking and questioning and can articulate their thoughts through the creative way that RE is taught. Often children who find core subjects more challenging show that they can excel in RE through their oral responses.

IMPACT – How do we know if we've achieved our aims?

RE books and Class Record books show progression of what is taught.

Children can think deeply about life, God and humanity and reflect on questions of right and wrong.

Children can explain how beliefs, practices and forms of expression influence individuals and communities.

Children are confident in expressing their own thoughts, values and beliefs.

Children can discuss a variety of sacred texts and say what meaning they have for believers.

Children appreciate difference and diversity and use inclusive vocabulary.