Religious Education Curriculum

At Eastwood Village Primary School, Religious Education contributes dynamically to children experiences in our school, provoking challenging questions about human life, beliefs, communities and ideas. In RE lessons and assemblies, pupils learn from religions and world views about different ways of life in local, national and global contexts. Children are given opportunities to discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives.

INTENT

Alignment to National Curriculum

The aim of Religious Education is that pupils will know about and understand a range of religions and world views. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.

At Eastwood Village Primary School, we have adopted the local Rotherham syllabus as agreed by the Standing Advisory Council for Religious Education (SACRE). This is updated every five years and has recently been updated for 2022. This Agreed Syllabus for Religious Education (AS for RE) has been created by the Rotherham Agreed Syllabus Conference in consultation with RE Today, a national support agency for RE, and approved by the Standing Advisory Council for Religious Education (SACRE) for all our community and Voluntary Controlled schools. It is the legal basis for RE in Rotherham: RE is locally determined, so by implementing the syllabus we are teaching what the law requires and fulfilling our statutory duty with regard to RE.

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study, as in all other subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the programs of study. This statement is also included in the programs of study for each subject of the National Curriculum.

End points

At Eastwood Village, children learn about the principal religions in the UK as a minimum. They also learn about celebrations and festivals throughout the year especially those relating to children within our school. We do this through whole school days and celebrations as well as assemblies. By the end of KS1, children will have learnt about the major religions Christianity + Judaism (some teaching about Islam may also be used) and by the end of KS2 they will have learnt about Christianity + Islam + Hinduism. These are learnt through a variety of themes and investigations. In line with the DfE's new 2021 Early Years Foundation Stage framework schools are to plan RE opportunities through purposeful play and a mix of adult guided and child-initiated activity through the 7 areas of learning. We plan our RE through the Educational Programmes in the Statutory Framework for the Early Years Foundation Stage.

IMPLEMENTATION

Pedagogical Approaches

The pedagogical approaches to the teaching of RE in the school are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: • Teachers ensuring that pupils see the 'purpose' of each lesson and the content in relation to their lives • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments within lessons to tailor lessons to the needs of pupils • Positive relationships in school that create the conditions conducive to effective learning • High levels of subject knowledge • Making reference to the school rules, values, and the class purpose and culture when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential

Teachers' Expert Knowledge

The Subject Leader provides regular updates to staff about upcoming events and developments within religious education teaching. The culture of the school is one which promotes openness and honesty in relation to proactively seeking support for any gaps in subject knowledge; this may be reflected in professional development meeting content, and discussions between colleagues. Staff are encouraged to seek guidance form the RE lead where needed. The detailed units of work provide links to websites and videos for use in the classroom, but these are also a useful source of CPD. We subscribe to ROSIS which also offers a range of CPD materials and support.

IMPACT

Approach to Assessment

Teachers review pupils' understanding throughout the lesson. Each unit of work provides a section detailing impact and outcomes. These outcomes are in the form of "I can" statements and link to the learning objectives for each lesson. End of unit assessments opportunities are also suggested in the form of a possible assessment task.

Performance Data

There is no performance data for religious Education

Pupils' Work

Pupils' work may not always be recorded on paper as a written outcome. Children may express themselves through discussion, art, music, drama or dance- or a mixture of these. A floor book/folder is kept to record any written work which was produced for that lesson

Sequencing

By following the Agreed Syllabus, we are able to refer to the syllabus support materials from Rotherham SACRE, which include a complete planned scheme of work for pupils. These are carefully sequenced units of work which allow for a flexible approach and build on previous years learning thus progressing in the skills which are: Knowing about and understanding religions and world views, expressing and communicating ideas related to religions and world views and gaining and deploying the skills for studying religions and world views.

Addressing social disadvantage

As one of the most deprived areas in the UK, it is important for us to bridge the gap where possible. Due to the culture of many of our families, there is constant mobility so we have to revisit material regularly from previous year groups and from a range of religious topics to ensure that missed learning is addressed and pupils do not suffer as a consequence.

Religious Education makes a significant contribution to educational inclusion. Effective RE will ensure that all pupils will have access to appropriate experiences which enable them to learn about and learn from religions and beliefs. Religious Education is particularly significant in its focus on promoting respect for all and community cohesion. This Agreed Syllabus that we follow at Eastwood Village Primary school provides many opportunities for RE teaching and learning to challenge stereotypical views and to appreciate difference positively. The syllabus enables all pupils to consider the impact of people's beliefs on their own actions and ways of life. The syllabus also highlights the importance of religions and beliefs and how Religious Education can develop pupils' self-esteem.

Local context

There is a rich mixture of religious beliefs and cultures at Eastwood village primary school and we celebrate this through commemorating a variety of religious festivals throughout the year to ensure children in our school feel included and their religions and cultures appreciated, valued and understood. Children love listening to how other children and their families celebrate these special times. One of our school's aims is to be a

Promoting Discussion and Understanding

One of the three elements for RE in the Agreed Syllabus is "Expressing and communicating ideas related to religions and world views". Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities; Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views; Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. Our aim in teaching in RE is that is should engage pupils in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development. The units of work support this by being investigative and inquiry based. They give pupils the chance to retell stories, ask and answer questions discuss things which have happened in their lives and discuss their own and others' views.

Knowing more and remembering more

Our enquiry-based approach frames units around a big question linked to a theme. Each lesson will link back to that question and children becoming able to answer the question with an extra layer of knowledge and at a greater level of depth. Children are encouraged to reflect on previous learning and use that to explain their current understanding.

Teacher assessment

RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is not a particular need for every unit to produce assessment outcomes on paper. However, each unit has a possible assessment task provided.

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Talking to Pupils

All teachers and, particularly, the RE leader talk informally and formally to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. In Religious Education, this is generally based around what they have discovered during lessons, what religions have they been learning about and about what they know and understand. We want them to use the appropriate vocabulary and key religious words. The agreed syllabus provides a progression document for this across the key stages.

"hub of tolerance, respect and empathy which reaches out to all – locally, nationally and internationally.

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Links / References
1A Rotherham RE Syllabus 2022.pdf https://www.reondemand.co.uk/ http://request.org.uk/restart/ http://www.reonline.org.uk/ http://www.bbc.co.uk/programmes/b05pc1c9/clips http://www.bbc.co.uk/learningzone/clips