



# Curriculum policy: Religious Education

# Religious Education:

## Understanding a diverse community



### Curriculum Intent

Our Religious Education curriculum aims to enable children to understand the world around them and we develop this through discussion of the beliefs, values, and practices of a variety of religions. We want our children to become independent learners who are respectful of others and can communicate their own beliefs, values, and practices confidently. As a school that serves a diverse community, we strongly believe that through the teaching of RE, our children are better equipped to understand their peers and the wider world.



### Curriculum Aims

**We want children to be able to:**

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand and clarify what religious education is and the importance and value of studying the subject
- Articulate clear and coherent accounts of their personal beliefs, ideas, values, and experiences while respecting the right of others to have different views, values, and ways of life
- Interpret and evaluate a range of evidence
- Study different religions and worldviews and reflect on the impact they have on contemporary life, locally, nationally, and globally



### Lesson structure

We believe that children learn best when there is a clear structure and purpose for the learning.

Each lesson begins with a key question and sharing of learning intentions (knowledge goals) before moving onto revisiting prior learning to ensure children are 'knowing more' and 'remembering more'.

Following this, teachers share key subject specific vocabulary that children need to communicate their understanding accurately. This will involve oral rehearsal and explanation of definitions where needed.

Teachers will then deliver teaching input: this may involve imparting new knowledge and modelling of a particular skill. Where possible, videos and images are used to support children in developing their understanding of a concept. Throughout this, pupils will be asked questions to assess their understanding and allow for any misconceptions to be addressed. Children will then move on to completing a task independently to show their understanding, as well as have opportunities to deepen their understanding through discussion tasks and other activities.



## Planning and Resources

Each year group has a unit overview which shows the order in which the units should be taught. Within a unit, lessons are carefully sequenced so that they build upon knowledge the children have previously learned.

Where possible, children have access to physical resources and visits to local places of worship to further develop their understanding.



## Curriculum Implementation

We teach RE as an explicit subject from Years 1 to 6 using Wolverhampton SACRE. All children work on the same core tasks with work adapted where necessary to ensure access to the curriculum.

Children are taught four units over the year and each unit has six to eight sessions. Every unit allows children to develop their knowledge of at least one religion and children are given opportunities to communicate their understanding, beliefs and values regularly through frequent discussion and writing opportunities. This encourages children to use the vocabulary taught.

In the Early years Foundation Stage (EYFS) we relate religious education aspects of the children's work to the objectives set out under the Personal, Social and Emotional Development (PSED) and Understanding of the World (UW). Children are encouraged to develop a growing awareness of themselves, their community, and their place within this.



## Assessment

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on children's discussions or through direct conversation with children to check their understanding and correct use of vocabulary. The work recorded in the children's exercise books will also demonstrate their understanding and allow teachers to assess where additional teaching may be required.

Each unit has a list of specific end points which identifies the key knowledge and/or skills children should be able to evidence by the end of the unit. This supports teachers in identifying gaps in knowledge that need to be addressed as well as assess who is working at age related expectations.



## Inclusion

We teach religious education to all children, whatever their current attainment or starting points. Lessons are planned to meet the expectations of each year group, and adapted for the individual needs of the children. Children may also choose to demonstrate their understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, children will be supported through paired and group work. Questions posed within the sessions provide opportunities for all children to be able to contribute.



## Role of Subject Leader

- Ensure that the requirements of Wolverhampton SACRE are met
- Ensure appropriate professional development opportunities are provided for all staff
- Improve the quality of provision for all pupils
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of RE takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

Date written: December 2023

Review date: September 2024