

Religious Education

Intent: (what is the purpose of this subject)

We aim to provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience, as well as ensuring they leave Clapham Manor Primary with a secure, informed core knowledge and understanding of the beliefs and practices of religions and world views. Our teaching of a variety of skills and content aims to intellectually challenge, enrich and help children develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society.

Children will adopt an enquiry- based approach beginning with their own life experience, explore challenging questions about the meaning and purpose of life, beliefs (religious or non-religious), self, issues of right and wrong, commitment and belonging. Through this exploration, they will develop knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Our curriculum meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance which actively promote diversity, enabling pupils to build their sense of identity and belonging, which help them to flourish within their communities and as citizens in a diverse society.

Implementation: (how is this structured/sequenced)

The RE Curriculum is based on our locally agreed syllabus and is aligned to the non- statutory guidance of the National Curriculum. The curriculum promotes learning through engaging units outlined by the SACRE scheme of work and adapted by teachers to meet the needs of their class. Curriculum planning is sequenced to provide a clear outline of progression in skills and knowledge to equip children for the next stage of their education. RE is taught in units of work, with one unit of work being taught each half term, ensuring pupils gain experience of knowledge and skills from a variety of contexts. Wherever possible, we involve the pupils in 'real' research with visits to places of worship.

Each unit of work will contain the following elements:

Pre-assessment/glossary: To establish what the children already know and what they need to learn.

Vocabulary building: Teaching of the vocabulary required for the unit.

Knowledge learning: The learning of new knowledge through a range of teaching/learning techniques, such as independent research, reading, use of media such as video clips, paired and group work and visiting Places of Worship.

Evaluation: Revisiting the pre-assessment/glossary and end of topic questions to reflect on learning and progress.

Pedagogy: (what is the approach taken)

During each RE lesson, we endeavour to develop children's knowledge, skills, and understanding. They are encouraged to ask, as well as answer questions. According to Castelli and Chater (2017), "RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning." It is every pupil's entitlement to have access to the key concept underpinning religions and beliefs, whether they are of that tradition or not.

What will you see in a lesson?

Every RE lesson will be centred around the whole school approach for teaching and learning in the following phases:

1. **Memory platform** – Children revisit learning needed for focused unit/ lesson e.g. use of diagrams, data such as statistics, graphs and photographs to evoke questioning and group discussion.
2. **Connect** – Remind children of preceding learning and the link to current lesson - use of visuals may act a hook at this point in the lesson.
3. **Keywords** – Use Communicate in Print, visuals and clips to introduce key vocabulary for the lesson so that clear understand is given.
4. **Modelling** – The teacher will clearly describe, include providing visual models where appropriate, the key concept. The teacher will also model the desired outcome for lesson by using visual, auditory or a suitable teaching and learning techniques.
5. **Independent practice** – Children are provided with the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. Also, to role play or complete an activity through collaborative learning structures to demonstrate their understanding of focus topic. Written outcomes and focused independent research may be used as opportunities for children to apply the knowledge and skills they have retained during a unit of work.

Evaluation: (how will outcomes be measures for your subject)

Outcomes in RE are assessed through end-of-unit 'big questions' - these are based on the two aspects of RE lessons (SACRE syllabus) - Learning about Religions and Learning from Religions and will assess what knowledge the children have learnt and retained from the unit of work. Each 'big question' will be assessed by the teacher to identify whether a child has met or exceeded the expected standard. Sticky knowledge points have been developed to outline the key knowledge we want children to know and remember by the end of each unit of work. Pupil work will be used to assess whether this sticky knowledge has been learnt and retained. These assessments will be used to inform the teacher's end of year summative assessment.

Next steps: (what are the key priorities for development in this subject)

1. To support teachers in planning RE from MTP for each unit.
2. Ensure that objectives and skills to be taught are clear for each year group to ensure progression