



Religious Education at Littledean C of E Primary School

<p>INTENT</p>	<p>At Littledean C of E Primary School, we believe that it is important for all our children to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principle religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour; develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.</p> <p>Religious Education is taught throughout the school in such a way as to reflect our school motto ‘Loving one another, building each other up’ along with the Values for Life which underpin all of our interactions as a school community.</p> <p>Religious Education plays an important role, along with other curriculum areas, such as PHSCE, in promoting social awareness and courageous advocacy within our children. We encourage children to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British Values, ensuring that the children are aware of their rights and responsibilities as UK citizens.</p> <p>Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.</p>
<p>IMPLEMENTATION</p>	<p>Planning</p> <ul style="list-style-type: none"> • Long Term: We have a 2 year rolling programme of units which are based on ‘Understanding Christianity’ and the Gloucestershire Agreed Syllabus for RE 2017-2022. Each class has a specific unit linked to St Ethelbert’s Church built into their 2 year programme, along with opportunities to another place of worship linked to a religion being studied. • Medium Term: Teachers plan units of work based on an initial stimulus question. This question is used at the start of a unit to elicit children’s prior knowledge and understanding and again at the end of the unit in order to ascertain the learning that has taken place. Within our whole school Religious Education Planning document reference is made to the progression of skills in three areas: making sense of beliefs, making connections and understanding impact.

	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • RE lessons follow a clear and consistent teaching sequence which builds children’s knowledge and skills in order to be able to answer their stimulus question. • Where appropriate we use religious artefacts, visitors, workshops and visits to excite and intrigue our children. • Children are introduced to key vocabulary and its meaning and given opportunities to use this within the correct context. • Children have opportunities to present their learning in a variety of ways in order to communicate their knowledge and understanding appropriately. <p>Assessment</p> <ul style="list-style-type: none"> • Unit question, asked at the start and end of the unit of work. • Ongoing assessment during lessons (based on discussions and engagement), along with assessment of tasks completed in class. • End of unit assessment where children will be assessed as either developing, expected or exceeding in relation to the learning objectives covered within the unit of work. • Use of topic related quizzes to check knowledge and understanding. • Monitoring of Subject Leader will include planning scrutinies, book looks, lesson observations and pupil conferencing to ensure appropriate coverage of the curriculum.
<p>IMPACT</p>	<p>Through the high quality teaching of Religious Education taking place we will see the impact of subject in different ways.</p> <ul style="list-style-type: none"> • Through pupil voice children will be able to talk about the skills and knowledge they have acquired. • Children will be able to make links between their own lives and those of others in their community and the wider world, developing an understanding of other people’s cultures and ways of life. • Children will be observed to be engaged in RE lessons and want to find out more. • Children will complete research independently through projects and homework to further their own enjoyment about the subject or topic. • Work will show that a range of topics are being covered, cross-curricular links are made (where appropriate) and differentiated work is set as needed. • Assessments and monitoring will show that standards in RE are high and match the standards in other subject areas.

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