



Manor Primary School Curriculum Statement



Subject: RE

Vision Statement for RE: Our ambition is for pupils to build their sense of identity and belonging in a diverse society and to develop respect for others, including people with different faiths and beliefs.

Intent:

At Manor Primary School we:

- Follow the locally agreed syllabus for Religious Education, using Discovery RE to deliver the intended learning outcomes
- Carefully consider the faiths and beliefs of the children and families within our school community, as well as nationally when selecting knowledge units
- Provide high quality resources (Discovery RE scheme)
- Ensure that everyone upholds the vision
- Ensure that adequate time is given to the teaching of Religious Education
- Keep abreast of any national changes, research and initiatives
- Know the end goal for each year group
- Attend sessions with the SACRE (Standing advisory council on RE)
- Engage children in daily acts of collective worship (whole-school, team or class based) that give the children opportunity to learn about and reflect on a range of different religions and festivals celebrated within them
- Children receive RE education from local religious leaders in assembly time

Implementation:

EYFS

In Foundation Stage the children will begin to learn about different religions, celebrations and buildings. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will recognise key events of the year and why people celebrate them and the different ways that they do this. They follow the Discovery scheme to complete their RE sessions focusing on a number of religions throughout the year. Some of the units are purely focused on one religion whilst others explore multiple religions.

KS1 and KS2

A new unit of Religious Education is taught every half term throughout Years 1-6. In each year group, pupils will learn from two religions- Christianity and one other. These change as pupils progress through the school so the children learn from and about a range of faiths and beliefs.

Cycle 1-

KS1- Christianity and Judaism

3/4- Christianity and Hinduism

5/6- Christianity and Sikhism

Cycle 2-

KS1- Christianity and Islam

3/4- Christianity and Judaism

5/6- Christianity and Islam

In each unit:

- Learning is focused around a central question, e.g. Is it possible to be kind all the time?
- Pupils begin with the human experience underpinning the key question, whether that includes a religion or not (**Engagement**)
- The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question (**Investigation**)
- The final lesson draws together the children's learning and their conclusions about the key question of that enquiry (**Evaluation**)

Assessment:

- Throughout the unit, the understanding of the pupils will be assessed through teacher observations of the children's work and responses throughout the enquiry
- At the end of each unit, pupils will complete the given assessment task based on the learning enquiry. The assessment task may be adapted to allow pupils to be assessed, but will still reflect the central question
- For each assessment task, teachers assess the learning using the age-related expectation descriptors given.

Pupils needing extra support, are supported in the following ways:

- Differentiated tasks
- Adult support
- Scribing
- Scaffolded activities

It is important to consider the pupils who are working at ARE, but find it difficult to complete the assessment sheets. The activity or the way in which the activity is completed will be changed to help these pupils achieve their outcomes.

Impact:

Consider:

- Children discussing their faiths and beliefs within the classroom, assembly and in places of worship.

- O-track data to be inputted at the end of terms 2, 4 and 6
- Learning walks and book monitoring to ensure that children are being taught the scheme in the correct format, the work is accessible, supported or extended where appropriate and that work is being assessed using given descriptors.
- Staff meeting sessions as required to discuss messages, changes and initiatives