

Subject on a Page – RE

INTENT - WE AIM TO...

Teach skills that progress from EYFS to Year 6.



Develop our core values: resilience, engagement, aspiration and well-being.



Encourage children to make their own religious choices.



Give children the knowledge they need to be able to respect other people's religious beliefs.



Promote the British Values.



Engage children in asking and exploring questions arising from the study of religion and belief.



Enable pupils to connect with all stakeholders as well as the members within the school setting.



IMPLEMENTATION - HOW DO WE ACHIEVE OUR AIMS?

Planning

From EYFS to Year 6, RE is planned as a stand-alone lesson using the Discovery RE scheme of work. Discovery RE advocates an enquiry-based approach with a four-step cycle of: Engagement, Investigation, Evaluation and Expression. The scheme closely supports the Lincolnshire Syllabus, to ensure all religions are covered and revisited. Christianity is taught in every year group.

Assessment

RE is continually assessed throughout the year. Teachers use bespoke assessment grids created by the RE subject leader to work alongside the school curriculum as well as the National Curriculum and local syllabus.

EYFS

In EYFS, RE is taught through the 'Understanding of the World' ELG, specifically within 'People, Culture and Communities'. This is taught through a variety of adult led and child-initiated activities, which is outlined in the RE curriculum but is also part of following the children's interests.

SEND

RE lessons provide an inclusive environment where pupils feel comfortable and safe to discuss religious beliefs. Lessons are carefully planned and resourced so our children with SEND can access their learning at an appropriate level that engages and challenges them.

Cultural Capital

Our curriculum acknowledges the diversity of our community and we aim to provide a broad range of opportunities for our children. Experiences such as school trips and external visitors are regularly organised in order to strengthen the children's understanding of the subject.

Vocabulary

Key vocabulary is an important part of all our learning and is therefore mapped out in our progression document. We introduce key vocabulary and define it with the children. Once introduced, children are encouraged to use it in discussions and written learning.

Values

Resilience – We learn about how people show resilience and what skills we can learn from them.

Engagement – Our learning questions engage us in our RE topics. We want to learn more about different religions and answer the question posed.

Aspirations – The religious stories we learn about have a moral. We aspire to follow these morals and be a role model in a diverse society. We learn about people aspiring to be the best version of themselves.

Well-being – Respect for other people's opinions. Being part of a community and a sense of belonging. It's okay not to be religious so long as you're respectful.

IMPACT - HOW DO WE KNOW IF WE'VE ACHIEVED OUR AIMS?

Learning Journals, Tapestry and Seesaw show progression of skills.



Children can tell us how our four school values link with RE.



Children are confident to discuss their own religious beliefs.



Children can talk positively about various religions and the importance of RE in others lives.



Children demonstrate an understanding and awareness of British Values in their behaviour choices.



Children show a curiosity and thirst for learning about aspects of Religious Education.



Children have the tools to connect with all members of the community regardless of their religious background and beliefs.