



# Subject Overview - RE

*Aim high & be a Star*

## Our curriculum

The curriculum is built on the foundation that knowledge will build on knowledge so that children know and remember more over their school journey. To achieve this, the curriculum must be grounded in educational research to ensure that it is a driver to success. The overview below states how our history curriculum achieves this.



## Teaching and Learning Cycle

The sunshine model outlines the effective delivery of information over the course of a lesson. It allows for recapping of prior knowledge; the sharing of information; the use of assessment to check understanding; the opportunity to practise whilst being supported through scaffolding and the review of learning which will inform the next steps in learning. This cycle of learning should be viewed alongside the Aspire values and Aspire learning skills.



## Purpose

At Greenways Primary Academy, our RE curriculum inspires and challenges pupils, equipping them with the knowledge and understanding that is central to living a prosperous, inclusive and inspiring life. It is our vision to enable children to become respectful citizens in a culturally diverse society and wider world. It is therefore essential that we also allow them to become confident in their core knowledge of worldviews, which not only shape our shared history and culture, but which guide their development. Fundamentally, our vision is to develop and stimulate the children's interest in RE, allowing them to express themselves in a variety of ways and respectfully show curiosity.



## Curriculum planning

We deliver Religious Education (RE) in line with the Stoke-on-Trent Locally Agreed Syllabus. We use the Discovery RE programme as our scheme of work. We have checked that Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance available to schools and academies.

Medium term planning for teachers is provided through within the scheme in order to help plan engaging, stimulating lessons, with knowledge that a wide range of religions are taught.

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Each enquiry starts from the children's own life experiences, using these as a bridge into the investigation of the religion being studied. Pupils are taught the same thread of learning, with support given for those children in need of it, whenever necessary.

Learning is assessed and children have opportunities to express their own thoughts and beliefs and empathise with believers of that religion or belief position. Discovery RE is taught discretely in each year group, with an enquiry-based sequence of lessons to take place every half term. Discovery RE provides a composite list of resources, from different sources, available within the scheme, to assist the delivery and depth of learning.

Discovery RE provides for a 4-stage enquiry-based approach to learning.

## Stage 1 - Engagement

The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the bridge into the world of religion (which may be very much outside of their experience). Step 1 typically takes place over 1 lesson.



## Stage 2 - investigation

The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion or belief system being studied is important, but not as an end in itself. Step 2 typically takes place over 2 or 3 lessons.

## Stage 3 - evaluation

This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. This penultimate lesson provides an opportunity for the children to evaluate their learning and to put forward an answer to the enquiry question shared at the beginning of the module. Step 3 is usually 1 lesson.

## Stage 4 - expression

In the final lesson, children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. The final lesson is an expression allows the children to demonstrate and apply their learning, often with an opportunity to do so in a manner they can relate to personally. The expression lesson is usually 1 lesson.



## National Curriculum

In the Early Years Foundation Stage, we teach RE through the Understanding the World strand of the Early Years Framework, which ensures that children develop an understanding of their community through opportunities to explore, observe and find out about people and places.

The experiences that we provide ensure that children develop a secure understanding of the world around them. By the end of the Reception year, children will:

### ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### KS1 and KS2:

The Religious Education in English Schools (Non-Statutory Guidance) aims to ensure that all pupils play a full part in their learning of RE:

- As learners, by deploying skills, asking questions and exploring answers.
- As individuals, using their own experiences and background to reflect on questions of truth and morality and deeper meanings of life and death.
- As citizens, promoting debate and dialogue, celebrating diversity, taking appropriate action and putting principles into action.

With this in mind, our programme of study for RE is derived from Discovery RE, and this clearly sets out which religion and key question will be taught and learnt at each point in the year for all groups. Each year group learns about Christianity and at least one other religion each year, whilst there is a focus on key themes throughout. During this process, pupils are also encouraged to make comparisons between the different religions, as well as to themselves as an individual.

Covering a broad range of religions allows the children to identify for themselves that despite there being discrete religions, there are often correlating and overlapping themes and strands running through them. These shared values help to promote a sense of togetherness and harmony.



## Assesment

Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

**Formative Assessment (AFL):** During RE lessons, teachers are encouraged to assess the knowledge, learning and understanding of each of their pupils. This is primarily done through the use of questioning and the activities that have been planned by the teacher.

**Summative Assessment:** Each term, teacher's also make a summative judgment relating to children's knowledge and understanding of the RE that has been taught during lesson. This is recorded on the academy's tracking system, therefore enabling us to ensure that all learners are achieving highly, making good or better progress.

The scheme of work used assists teachers in assessing the outcomes produced by the children by giving descriptors and examples of answers for different levels of attainment (working towards age related, age related or beyond age related). In addition, there are opportunities for the children to reflect on and self-evaluate their learning.