



Curriculum summary

Subject: Religious Education (RE)

Intent:

Why we teach RE

To reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Implementation:

How we teach RE

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE.

RE is taught for 30 minutes twice a week in early years, 50 minutes- 1 hour in KS1 and 1 hour weekly in KS2

Our teaching of RE is a combination of written work, creative tasks and hands on activities. We are incorporating Artsmark into lessons where possible. The children are given opportunities to work with groups of children as well as individually.

How we plan for learning

RE lessons are delivered by class teachers weekly using planning developed from the SACRE Agreed Syllabus, recorded on the school weekly overview template. We have our long term planning on our horizontal and vertical plans. This is where we refer to in order to plan weekly.

How we assess learning

Assessment for learning during lessons. Recorded termly against the skills identified in the SACRE scheme of work.

Each unit of work will be recorded in books, on paper or on display. Children are often asked to peer assess during lessons to give ownership to the children.

Impact:

Our expectations for all

To gain a good understanding of other religions/beliefs and respect the differences between ourselves and others.

Our expectations for Year 4

Use and interpret information about religions from a range of sources.

Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them (e.g. a range of live and recorded music from different times and cultures)

Identify and begin to describe the similarities and differences within and between religions.

Reflect on ideas of right and wrong and their own and others' responses to them.

How we measure impact



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Knowledge and understanding of RE is gained through the exploration of 'deep questions' which enable pupils to develop skills of enquiry and critical thinking, this is embedded within our daily planning.

How we monitor RE

Subject leader completes work scrutiny, planning checks and collects pupil voice termly to ensure high quality progressive teaching and learning is consistent across the school.

Our lessons plans are uploaded to our weekly overviews are easily accessible. Lesson plans are accessed during book scrutiny and book trawls to ensure that everyone is following the horizontal and vertical planning.

Observations are done regularly to ensure teaching is of a high standard.

How we report

The teacher reports engagement and progress face to face during parent teacher meetings and in an end of year report.

Meetings with the link governor take place annually.

Reporting outcomes from planning checks, pupil voice and lesson visits to staff termly