

Religious Education Curriculum Rationale



At Abbey Lane, our approach to RE is to ensure that all children know about and understand different religions and world views. All the way through school we encourage pupils to express their own ideas and insights into questions which are addressed by religion. A respect for different views and lots of opportunities for discussion are essential from the beginning. We intend that our pupils will have some understanding of the six major world religions and that they are able to find similarities and differences between them. We aim that the children are presented with different learning opportunities when learning about Religious Education and that they have the opportunities to use religious vocabulary and evidence while also reflecting on their own experiences. We aim that there will be a variety of reading skills within the teaching of Religious Education along with relevant curriculum links to enable them to access other areas of learning. We aim to promote enquiring minds by encouraging the children to express their opinions respectfully in a safe environment. We aim to encourage the children to appreciate and appraise different views by allowing them to discover, explore and consider different ones.

INTENT	IMPLEMENTATION	IMPACT
<p>Alignment to the National Curriculum</p> <p>Our RE learning journey begins in FS2 within ‘understanding the world’ and continues throughout school. The National curriculum and agreed SACRE syllabus are followed carefully to aid and support the children with their RE learning. It begins with growing the sense of the children’s awareness of themselves, their community and their own place within it. It then develops throughout school to ensure that the children gain the skills and knowledge to respect, understand engage in different religions and worldviews. Key RE concepts such as belief, commitment and expression are at the heart of our planning and teaching throughout the range of topics in line with the agreed SACRE syllabus. At Abbey Lane, we teach with a trail of key vocabulary in mind to help the children to know about and understand different religions and worldviews. Children are always encouraged to express their own ideas in a respectful way. At Abbey Lane, we also encourage speakers from different religions and trips to places of religious significance where possible. This helps us to encourage an interest and a respect for the subject. We work hard to teach Religious Education through a range of different learning opportunities and activities to ensure support and accessibility for all pupils. Each RE topic is based around a knowledge organiser that outlines the vocabulary and knowledge that all children must master.</p>	<p>Pedagogical Approaches</p> <p>Lessons are delivered to ensure the RE curriculum content is covered (in line with the SACRE syllabus) whilst also ensuring an opportunity for progression of skills and knowledge. A range of learning opportunities are used within our lessons to support children with different interests and learning styles. RE books, both fiction and non-fiction are also used to inspire and encourage discussions within the classroom. Using books within the classroom also aids our RE vocabulary progression.</p>	<p>Approach to assessment</p> <p>We use a range of assessment at Abbey Lane to check for understanding. We use mini quizzes and re-caps throughout all topics to assess understanding. We also assess at the end of every topic to check for gaps and to target support where it is needed. We are constantly assessing during lessons through targeted questioning and also when marking the book work of the children.</p>

End points

Our RE curriculum equips children with the skills, vocabulary and knowledge of different religions and world views. The children will leave Abbey Lane with a good understanding of all six major world religions (focusing on two religions in KS1 and then learning about all six throughout KS2). When they move onto secondary school they will be able to express their own ideas and insights into religion and world views in a respectful way. They will be able to understand and use a range of religious vocabulary and to understand and describe links between religions.

Sequencing

The RE curriculum has been sequenced in line with the agreed SACRE syllabus to ensure the progression of knowledge and skills. This includes a vocabulary trail throughout school. We work hard to ensure that the children develop secure understandings of the knowledge and concepts of each topic. We assess children at the end of every taught topic to target support, this is alongside AFL strategies during lesson times to provide help to the children where it is needed.

Addressing Social Disadvantage

The children at Abbey Lane all have different knowledge, experiences, skills and attitudes about Religion but we work hard to support the children to know, remember and do more when it comes to RE. When planning we try hard to include a range of learning opportunities to support all pupils to help the children to master the knowledge and vocabulary taught. We try to make use of relevant religious speakers and to plan trips where we can to interest the children as we are likely to remember and gain knowledge

Teachers' Expert Knowledge

It is imperative that teachers have the correct knowledge and expertise in the subject and topic area. This is vital in the development and support of the learning of all pupils. Whole school CPD is provided to staff in the form of PDMs and through discussion with the RE subject leader. Staff are fully supported to seek out opportunities for further professional development and are also encouraged to share good practise with the rest of the team.

Promoting Discussion and Understanding

Promoting discussion is vital within the teaching of RE at Abbey Lane. The children are always encouraged to express their own ideas and insights into the significance of religion and worldviews. They are also encouraged to ask questions and to have enquiring minds. Most importantly, they are taught to do this in a respectful way which is a skill that they can use beyond their school years. The pupils are assessed by the teacher through effective questions and AFL techniques. Teachers also check the understanding of the pupils at the end of each topic through assessment. Pupils also use self-assessment to check their own understanding.

Knowing More and Remembering More

Knowledge Organisers containing key knowledge and vocabulary have been specially created for each topic. The children always have access to these throughout their RE lessons and they are a wonderful tool in aiding the children to remember more about RE. The children are encouraged to have enquiring minds and to follow their own lines of enquiry during RE lessons, this provides the children with a sense of ownership of the learning and helps them to know and remember more. Re-caps are planned into RE lessons from previous

Performance Data

Teachers assess based on the substantive and disciplinary knowledge outlined in our RE curriculum to judge where students are working at, within or exceeding age related expectations and to identify gaps in students' learning. The school tracks foundation subjects to ensure that pupils are working within curriculum expectations for their year group.

Pupils' Work

The children's work both written and photographed is evident within their RE exercise books. This work enables us to check if the children are secure in their learning (alongside other forms of assessment) and also to celebrate progress and good work. These books are also used by subject leaders to aid in subject monitoring. Greater independence and individual lines of enquiry are more evident in upper KS2 books.

Talking to Pupils

The RE subject leader will talk to the pupils about their learning as part of the monitoring process. These discussions with pupils help us to measure how much the children know and what they can remember about their RE topics. It is also a chance for us to see if the children can make links between RE and other school topics and the wider world. Pupil discussions are also valuable in helping us to improve our practise, they can tell us what would help them to learn better within RE lessons and how we can support them

Local Context

through experiences. Support is in place for disadvantaged families to ensure equity when accessing experiences in and out of school so that all children can have the opportunity to engage.

Our curriculum allows the children to talk about and visit/explore local religious places of interest so that they can see religion in practice. Grounding our curriculum in local contexts helps pupils to link this understanding to religion nationally and internationally. Our Y6 topic of 'Religions and their contributions' also allows the children to focus on Religion within Sheffield and to enquire and learn about local charity work.

Teacher Assessment

topics, this helps the children to remember and to apply their past learning. There are also many opportunities for the children to use their previous RE learning and examples when discussing new learning. This helps the knowledge and vocabulary to be remembered as it is used often.

Formative assessment is used to support students with the consolidation of key knowledge, vocabulary and concepts. RE exercise books demonstrate progression and enable teachers to identify gaps in learning. Meaningful feedback is given, and misconceptions are addressed quickly, to best help children on their learning journey. The children are assessed at the end of every topic in order to target support.

further. The feedback of pupil discussions is readily available for all staff members and key findings are always shared.