

Intent

GROWTH:

Develop pupils' religious literacy and conceptual understanding of what it means to be a person of faith or no faith.

Equip pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.

RESILIENT:

Assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences.

OPPORTUNITIES:

Encourage all pupils to experience RE as an exciting subject that feeds into an understanding of what it means to live in our local and global communities, and to promote harmony and good community relations.

WONDER:

Have first hand experience of visiting places of worship and gain an understanding of the design and architecture that goes into each one, and how they're influenced by religious history and beliefs.

TEAM WORK:

Provide a safe space where students can engage with controversial issues and learn to disagree respectfully with each other.

HEAD, HEART, HANDS:

Have the time to reflect on our own views and opinions in a safe space, with the confidence to share with others.

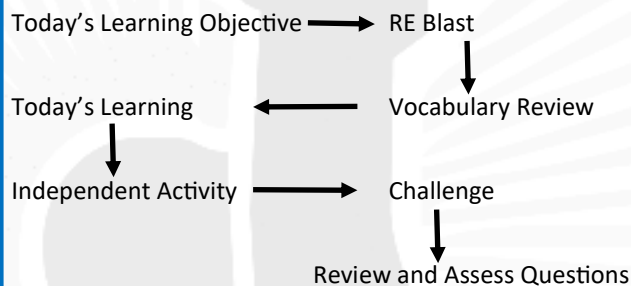
Subject on a Page RELIGIOUS EDUCATION

Implementation: Planning

Roe Farm follows the Derby and Derbyshire Agreed Syllabus for Education.

We have adopted the RE Today scheme of work, purposefully designed to complement the agreed syllabus.

Implementation: Learning Sequence



Implementation: Teaching and Learning Pedagogies

Each RE lesson begins with an RE Blast'; an opportunity for children to retrieve prior knowledge which will aid them with their learning in that lesson/topic. This may be based on prior lessons or on the 'handy five' for a focus religion.

The way the RE syllabus has been structured ensures that pupils learn fundamental key knowledge which is regularly repeated and built on through critical thinking, evaluation and reflection.

Implementation: Resources

- ⇒ Religious artefacts
- ⇒ Examples of religious texts
- ⇒ Access to religious places of worship
- ⇒ Staff and families from varying religious backgrounds

Implementation: Curriculum Links

We follow three main strands of learning across all year groups: believing, expressing and living.

All year groups have elements of each strand interwoven in their curriculum plan for RE but similar skills are also taught in other subjects such as history and PSHE.

At times, RE also requires pupils to develop their computer literacy as well to find out about beliefs or the work of charities for example.



Implementation: Environment

Classroom displays are expected to be functional working walls that aid teachers in their delivery and pupils in their learning.

Each classroom displays:

- Unit vocabulary
- Images to act as an aide memoire
- Handy Five for religions being studied

Displays can be used by pupils to familiarise themselves with vocabulary they might less familiar with.

The classroom environment should be a calm place that shows respect to the different religious values and individuals points of view. Pupils should feel comfortable and at ease talking about their own understanding and beliefs.

Where appropriate, pupils should get to experience different religious contexts first hand so that learning in the classroom has greater meaning.

Implementation: Feedback

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning.

In addition to this, pupils are informed of their progress towards their learning objectives through the use of stampers. Where appropriate, comments may be written in books to praise, support or further challenge pupils; this will be done in red pen.

In some situations, pupils may provide peers with feedback.

Any work that pupils self mark in the lesson, will be done so in green pen.

Implementation: Support

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Formative and summative assessments to inform next steps for individuals or groups.

Differentiated questioning to support or challenge as required.

Learning challenges to stretch the more able.

Impact: Evidencing

Written outcomes will be recorded in their RE books.

Some non-written outcomes e.g. discussions or field trips, may be photographed or videoed.

Computer generated work will be saved on the Pupil Drive of the school server.

Impact: Assessment

RE Blast retrieval tasks at the start of each lesson to assess prior learning and retention.

Live marking in lessons and through review questioning at the end of a lesson.

End of unit assessments of our 'I can' statements by pupil and teacher. Summative teacher assessments based around our 'Head, Heart, Hands' principles of assessment recorded on O'Track.

Impact: Monitoring

Following the school's tiered approach to monitoring.

Book looks, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

This is supported by an annual more in depth dive with SLT as part of our tier 2 monitoring schedule.

