

Religious Education

RE Subject Leader: Kathy Wilson

Subject Intent:

The curriculum for RE aims to ensure that all pupils:

- develop an awareness of spiritual and moral issues,
- develop knowledge and understanding of Christianity and other major world beliefs and values found in Britain,
- develop an understanding of what it means to be committed to a religious tradition,
- are able to reflect on their own experiences and develop their own beliefs, values and ideals,
- develop an understanding of religious traditions and appreciate the cultural differences in Britain today,
- articulate clearly their own personal beliefs whilst respecting the right of others to differ,
- are given opportunities to celebrate the diversity in British society.

Subject Implementation:

Schemes available: At Hermitage, we follow the Cheshire Agreed Syllabus for RE and use the Discovery scheme for RE. This is taught across the whole school and topics are detailed in our RE long term plan (Annual Overview). This scheme ensures that, throughout their time at Hermitage, children participate in a range of RE topics, which incorporate Christianity, Judaism and Islam (KS1) and Christianity, Judaism, Islam and Hinduism (KS2).

Access for SEN Pupils:

The school uses this relevant and balanced RE curriculum with all children, including those in the Resource provision. All children can access the school's RE and enrichment activities, regardless of SEND. Staff recognise the fact that we have children of differing abilities in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Resources and location:

- The RE Discovery file is located in the Y2 Classroom.
- Resources for the faiths taught in school are in the blue cupboard in the Y2 classroom.
- The LTP for RE is on the school website and the R drive.

Teaching sequence: For each RE topic, we aim to follow the teaching sequence of:

- Engagement
- Investigation
- Evaluation and
- Expression

Where is pupil's work recorded?

Work is recorded in RE books (Y1 – Y6) and on school/classroom displays. In the EYFS, comments, thoughts and ideas are displayed on the classroom walls on posters or in teacher's files as appropriate.

Extra – curricular opportunities:

Trips and visitors –

Methodist Church – Y1 and Y2

Imran Kotwal – (whole school assembly and upper KS2 workshops)

Julia Tomes - assemblies

Manchester Reform Synagogue

Opportunities for cross- curricular learning:

English: RE contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. The children develop their oral skills in RE lessons through discussions and role play and through listening to the views of others. They develop their writing skills through recording information, views and opinions.

Art: Responses to some units are linked to Art and cultural patterns/images.

Music: Children are given the chance to listen to religious music and participate in singing hymns and songs in assemblies/during lessons.

Subject Impact:

Standards: Termly assessment grids are completed by relevant staff (years 1-6) which plot children's attainment against their predicted FFT band (below, at or above expected attainment). This then identifies whether children are on track or above the expected standard. Next steps can then be planned in to ensure the children make progress.

Assessment:

EYFS – RE is assessed through the EYFS Profile and children work towards the ELGs.

Y1 – Y6 use pre and post unit assessments linked to the key questions in the Discovery RE scheme.

These questions are linked to the unit of work being covered. Staff then use the Discovery scheme AT statements for that unit to help them make an informal decision of each child's attainment.

What is this information used for?

Teachers will use success criteria linked to each of the assessment tasks to make their judgements. This information is then recorded on a Termly Assessment grid where staff can track pupils' progress in relation to their FFT band. Teachers will then use this information to identify any vulnerable children and to plan any next steps that need to be taken to ensure progress is made. The assessment data is monitored by the RE subject leader termly to get an overview of the standards met in RE across the school. During end of year transition meetings, teachers will let the next class teachers know of particular year group strengths or target areas to focus on.

Kathy Wilson July 2020