

Subject on a page

Religious Education



Triangle Primary School



Intent- we aim to:

Deliver an exciting and engaging curriculum which deepens children's knowledge of both Christianity and other world faiths.

To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians

To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience

Develop children's understanding of connected concepts that run through different world religions.

Plan and teach lessons which allow children to respond in ever-increasingly creative ways.



Implementation- how do we achieve our aims?

Subject Delivery

We fulfil the statutory requirements for the teaching of R.E, as set out by our Local Agreed Syllabus (Believing and Belonging). EYFS and KS1 classes teach the equivalent of 1 hour 10 minutes R.E per week, with KS2 classes teaching the equivalent of 1 hour and 20 minutes. All classes receive a standalone R.E lesson per week, although some classes may 'block' R.E to suit the needs of their cohort.

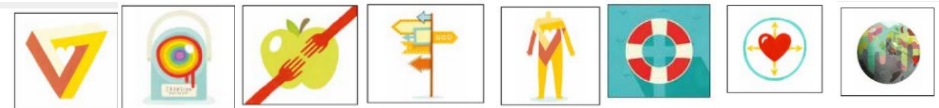
Curriculum Resources

Across the school, we use Understanding Christianity as our 'scheme' when teaching Christianity. We then follow the units from the agreed syllabus for the teaching of other world faiths. Our R.E lead and one other member of staff has received the full training from the diocese for 'Understanding Christianity'. Our R.E progression map clearly sets out the essential knowledge we expect our children to have; vocabulary we want them to use and skills we want them to develop. Across the school, children have access to age-appropriate bibles and we are continuing to expand our range of resources to support the teaching of R.E

Core Concepts

Running throughout our R.E curriculum are several core concepts we believe to be integral to the teaching and learning of R.E. We do not want our curriculum to be a 'pick and mix' approach, we want our children to know more, understand more and retain more about these key concepts. Some of these concepts solely run throughout our 'Understanding Christianity' scheme, whereas others run through our teaching of other world faiths.

Core Concepts (Christianity)



God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God

Core Concepts (Wider Faiths)



Worship Belief Tradition Commitment

Assessment

In Religious Education, assessment is ongoing. Frequent opportunities are planned for the children to demonstrate what they have learned. In R.E this may take the form of a 'Low Stakes Quiz', quick retrieval questions at the start of a lesson, or peer assessment used in conjunction with the unit's knowledge organiser.

In addition to formative assessment opportunities, teachers may plan end of topic tasks which allow the children to demonstrate taught skills/knowledge/vocabulary. These may take the form of a focused piece of writing such as a 'double page spread.' Unit overviews have been created using the building blocks and outcomes from both Understanding Christianity and Believing and Belonging. These help us in ensuring that our judgements are valid.

Marking and feedback in R.E is closely matched to the Key Question of the lesson. Although teachers may still allude to spelling/grammatical errors, the purpose of marking/feedback is to deepen children's understanding of the content.

Inclusion

Children are given support where necessary so that every child can access Religious Education. Extra support may be offered to ensure that children can access the task – working with an adult or peer, support given with reading and transcription, or extra resources provided e.g., a timeline with a little more information to help them get going.

Strategies such as pre-teaching relevant vocabulary or providing a word bank help children who have language-based barriers to access the same work as their peers. We also have lots of physical resources to help children work practically, for example interactive timelines and physical artefacts, and try to include opportunities such as visits and workshops to help children to access this subject.

Cultural Links

As a church school, two thirds of our subject content is taught through Christianity. The other remaining third focuses on inter-faith units focusing on Islam, Sikhism and Judaism primarily. In upper key stage two, children are given the opportunity to learn about Hinduism, reinforcing our strong links with a school in Sri Lanka.

Despite the majority of our pupils being of White British ethnicity we are keen to develop children's knowledge and understanding of other faiths and cultures which make up 21st century Britain. We use members of our local community to enhance children's understanding of these faiths. E.g., Sikh dancing, parent presentations.

Enrichment

Classes visit church often and work closely with members of the clergy, this includes termly visits to church as a whole school as well as other opportunities as arranged by class teachers. All classes aim to visit a different place of worship to support the teaching of other faiths, trips in the past have included: Manchester Gurdwara and a Hindu temple in Bradford.



Enhancement

Using our academically challenging schemes and a robust assessment system, teachers are able to 'deepen' children's understanding of a topic. For children who attain highly in R.E, activities are matched accordingly to stretch them.

We have recently developed a new collective worship group to enhance their understanding of a range of theological concepts as well as their confidence in contributing to whole class/school worship.