



Intent

Our intention 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 to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

- To provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- To learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- To be able to weigh up the value of wisdom from different resources, to develop and express their insights in response, and agree or disagree respectfully.
- To equip pupils with systematic knowledge and understanding of a range of religious beliefs, enabling them to develop their ideas, values and identities.
- To develop in pupils an aptitude for dialogue so that they can develop religious literacy and participate positively in our society with its diverse religions and beliefs.
- To gain and deploy skills needed to understand, interpret and evaluate from a range of evidence and articulate clearly their personal beliefs, ideas, values and experiences whilst respecting the right of others to differ.

Curriculum

Knowledge/Skill Development:

We follow The Sandwell RE Syllabus 2018-23 which encompasses Understanding Christianity units. It promotes a broad and balance knowledge rich curriculum through its 3 fold aim: skills and understanding:

- Pupils should be taught an increasing knowledge and understanding of religions and world views, making sense of beliefs.
- They should learn to express and communicate ideas and insights about the nature, significance and impact of religions and world views, understanding the impacts of religion.
- They should gain and deploy skills needed to engage seriously with religions and world views, making connections of their own.

Concept development:

Key Stage 1 The core concepts of Christianity: God, Creation, Incarnation, Gospel and Salvation. Plus Sikhism Islam.

Key Stage 2 The core concepts of Christianity: God, Creation/Fall, People of God, Incarnation, Gospel, Salvation and the Kingdom of God. Plus Sikhism, Islam, Hinduism and Judaism.

Sequencing of content:

Units of work and core content are carefully spiralled to support children in strengthening their knowledge of each religion and deepening their understanding of key concepts.

Implementation

How is it taught?

- RE is delivered through stand alone, weekly lessons where teachers are provided with 6 (or more) specifically selected units of work each year with prescribed vocabulary to ensure children have a deeper understanding of the world religions and a progressive understanding of the key concepts of each religion by the end of their primary education.
- Our curriculum teaching sequences learning into three core elements: making sense of beliefs, making connections and understanding the impact. These are woven together to provide breath and balance within the teaching and learning about religions and beliefs, underpinning the aims of RE. Quality first teaching and learning will encompass all three elements, allowing overlap between elements to suit the religion, concept and question being explored.
- Pupils will be taught using good quality provision which help lay the fundamental foundations to their theological thinking through;
 - The use of The Bible and other sacred texts
 - Opportunities to read from different sources about specific religions and be read a range of stories from faith traditions.
 - The use of artefacts as ways of understanding belief and practice. Younger pupils may be introduced to new topics through other stimulus such as puppets and through song.
 - Visits to places of worship during each Key Stage (alongside visits to our own St James Church) and visitors/in-house speakers (staff) to provide the unique insights of lived religion and belief.
 - The use of Art and sacred music as ways of understanding and expressing religion.
- Older pupils may produce mind maps to show prior knowledge of a topic so that links can be made and new learning can build upon prior understanding of a religion.
- Important vocabulary will be explained and displayed for reference throughout the lesson/topic. Children will be encouraged to use new vocabulary during discussion and feedback.

Support:

All children are supported through age appropriate tasks catered to their ability using scaffolding where required e.g. resources, reading opportunities and vocabulary.

Impact

How do we know our children have learnt more and remembered more?

- Regular retrieval practice - retrieval quizzes and activities to aid and strengthen memory recall.
- Children may produce an end of unit mind map in relation to the topic question displaying new learning next to prior knowledge and understanding for the beginning of the topic.
- Regular formative assessment within lessons—written feedback and discussions.
- Teacher assessment relating to the St.James progression map end of phase outcomes at the end of each unit.

What are we aiming for?

By the time children leave St James, we aim to equip our children with the knowledge that:

- It is important to know things about the world, and themselves.
- Different religions have different beliefs and these have shaped and continue to shape our world.
- RE is an exploration of the influence of religions and beliefs on individuals, culture, behaviour and national life.

'RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning'