



CURRICULUM STATEMENT: Religious Education

Our Curriculum Intent for RE:

The Key Characteristics that we have identified, and that we believe, will make a **GOOD EXPLORER OF RELIGIONS, RELIGIOUS BELIEFS AND FAITHS** are:

- A broad and balanced understanding and knowledge of religions, religious belief and faith.
- An understanding of how the beliefs, values, practices and ways of life within any religion join together and the similarities and differences between different religions.
- An awareness of British values and an empathetic understanding of different groups within our communities.
- The ability to ask questions and to explore the meaning and significance of life.
- The ability to link the study of religion and belief to their own personal reflections on meaning and purpose.
- Making informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet.
- The ability to persevere with the understanding of others beliefs and views that are different to their own
- Shows independence in the ability to think for themselves and take the initiative in asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Communicate clearly their personal beliefs, ideas and values and experiences while respecting the right of others to differ.

We believe that Religious Education will provoke challenging questions about the meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be a human. Our children will learn about, and from religions and worldviews in local, national and global contexts to discover and consider different answers to these questions. The knowledge and understanding they will acquire through our curriculum will develop in them the ability to participate positively in our and the future society with its diverse religions and world views.

Our Curriculum Implementation for RE:

At Mountfields Lodge School we use the Leicestershire Agreed Syllabus as a basis for our teaching of R.E. supplemented by 'Understanding Christianly' RE Today. This syllabus enables an understanding of concepts and the development of skills and attitudes so that our pupils can explore wider issues of religion and belief in religiously literate ways. It prepares our pupils for active citizenship in a diverse and rapidly changing world, exploring some aspects of British values in relation to religions and world views.

Mountfields Lodge School and our local community has diversity of religion and belief. A number of our pupils are part of religious communities: Christians, Hindus, Muslims and smaller groups of other significant faiths. Many of our pupils come from families that hold non-religious life stances. Our RE is taught to allow all learners to share their experiences and to learn from one another and the religions and beliefs in our community.

This syllabus makes space for all pupils to explore their own beliefs, values and traditions, and those of others, in engaged and engaging ways. Our curriculum aims to support pupils to develop positive attitudes of respect towards people from all religions and worldviews.

Our pupils will learn about Christians in each key stage. In addition, pupils in Key Stage 1 will learn about Jews and Muslims. In Key Stage 2 will learn about Jews, Muslims and Hindus. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Each of our R.E. units are based around a key question which allows us to draw in different traditions, where they fit the theme and question, and where there are representatives of those traditions in the school and local community.

Curriculum time for RE is distinct from the time spent on collective worship or school assembly, however links between the collective worship and the purposes and themes of RE will be made.

Our R.E. is taught as an R.E. week. There will also be opportunities where R.E. is taught as part of our creative curriculum with the R.E. objectives being made clear to the pupils.

Our expectations for Teaching and Learning are:

- A progression map for R.E. using the Leicestershire Agreed Syllabus ensuring a balance across a year of the three elements: Making Sense of Beliefs, Understanding the Impact, Making Connections.
- RE taught within lesson time (not assemblies)
- Practical outcome for each unit e.g display boards, photos
- Use of resources, visitors, places of worship to enhance the teaching and learning

Our Curriculum Impact for RE:

In our school we have a set of assessment tools that we use across all Foundation subjects. We believe that they have maximum impact on teaching and learning outcomes with a minimum demand upon staff workload and pupil wellbeing.

We:

- **Share the Curriculum 'Learning Journey'** – *do the pupils know what they are doing and why they are doing it and where it 'fits in'?*
- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Is the learning embedded?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson?*
- **Use 'the checks' to adjust teaching and learning** and improve outcomes.

Our 3 agreed approaches to assessment in RE are

1) At the Planning Stage

Teachers refer to the Progression Map for RE and consider not only the current year group expectations but also make themselves fully aware of previous learning and the expectations of what comes next.

Prior learning is assessed at the start of a new unit or work i.e. 'Do you remember in Year ? when you did/learned about/found out about?' We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

2) The Learning Journey

Teachers share The Learning Journey for each puzzle; this includes questions that are to be answered throughout the unit of work with unit-specific vocabulary that must be used/taught and the Core Learning expectations. It is referred to at the start and end of each lesson to make sure the questions are answered and the vocabulary is embedded

Our 3 agreed assessment tools in 'SUBJECT' are:

Flashcards:

We use these to engage 'active recall' through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

Quizzes

These are short and focused; they can be online, self-quizzes, group quizzes or class 'team' quizzes. They are 'low stake' i.e. they are not considered to be the 'be all and end all' of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no- or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant.

Exit Tickets

These are used at the end of a T&L session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.



Our 4 C's
At the core of our learning.