

Subject	RE
Overall Curriculum	<p>An Daras has used latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p>The Devon and Torbay Agreed syllabus 2019-2024:</p> <p>The three-fold aim of RE:</p> <ol style="list-style-type: none"> 1. Make sense of a range of religious and non-religious beliefs so that they can: <ul style="list-style-type: none"> • Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary. • Explain how and why these beliefs are understood in different ways, by individuals and within communities. • Recognise how and why sources of authority (e.g. Texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation. 2. Understand the impact and significance of religious and non-religious beliefs, so they can: <ul style="list-style-type: none"> • Examine and explain how and why people express their beliefs in diverse ways. • Recognise and account for the ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world. • Appreciate and appraise the significance of different ways of life and ways of expressing meaning. 3. Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied, so that they can: <ul style="list-style-type: none"> • Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses. • Challenge the ideas studied, and allow ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response. • Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Pedagogy	<p>Our RE curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE and CAPABILITIES. These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the Devon and Torbay agreed syllabus 2019-2024 and have ambitions beyond this. Each unit has a set of concepts, that build across the year groups and ensures they are fully embedded through the lived experiences of staff, children and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.</p> <p>WISDOM</p> <p>We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum, while developing a respectful and accepting approach to the views and feelings of others.</p> <p>KNOWLEDGE</p> <p>Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions, using a wide range of resources (texts, pictures, films, visitors). We use their experiences at religious festivals such as Easter, Christmas etc to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.</p> <p>Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues through whole class discussion and working individually or in groups.</p> <p>CAPABILITIES</p> <p>Our RE curriculum is entirely inclusive, but we recognise the fact that all classes in our school have children of widely differing experience and abilities, so we provide suitable learning opportunities for all children by matching the challenge and focus of the task to the ability and needs of the child. We achieve this in a variety of ways, for example, by:</p> <ul style="list-style-type: none">•setting common tasks which are open-ended and can have a variety of responses;•setting tasks of increasing difficulty (we do not expect all children to complete all tasks);•Providing individually tailored tasks, specifically focused on the needs of that child;
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	<ul style="list-style-type: none"> •Providing stimulation and challenge for all abilities; •providing resources of different complexity, adapted to the ability of the child; •using classroom assistants to support the work of individuals or groups of children. <p>Through partner, group and whole class discussions we encourage collaborative learning and give meaningful opportunities to develop communication and respectful leadership skills. The inquiry based learning model encourages planning and problem solving and promotes resilience and creativity in achieving the aims of the unit.</p> <p>Supported discussions and debates give children the opportunity to grow in confidence and develop their abilities to formulate their own ideas and opinions and respond in a respectful and measured way to those of others. In coming to have a more self-reflective approach to learning and relationships, the children also gain valuable experience in recognising and managing their feelings in an increasingly effective manner.</p>
<p>Assessment</p>	<p>Formative</p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils' progress for final summative assessments.</p> <p>Summative</p> <p>Summative assessment is the responsibility of the class teacher. We assess each child, using feedback from informal observations and recording and through end of unit assessments derived from Understanding Christianity/other faiths resources.</p> <p>We also use Assessing without Levels (AWL) grids to record our assessment of the children's levels in RE. This demonstrates what the expected level of achievement is in RE in each year of the school.</p> <p>Teachers may use Knowledge Organisers/ quizzes to assess ongoing knowledge/understanding where this is appropriate to the age group or unit of study.</p>

<p>Culture</p>	<p>RE is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, knowledge and skills.</p> <p>Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives, while gaining insight into the differing views and beliefs of others.</p>
<p>Systems</p>	<p>We plan our religious education curriculum in accordance with the Devon and Torbay Agreed Syllabus and deliver the Christian and other faith elements through the resource “Understanding Christianity”. This scheme is designed to work as a spiral curriculum, with children revisiting topics in different years, thus allowing them to build upon prior learning and deepen their understanding and make links to other concepts. The planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.</p> <p>There are eight core concepts in “Understanding Christianity”, based around the idea of teaching the Bible as the “Big Story”. Each unit of work begins with a question that children then try to answer through activities drawn from three strands: making sense of the text, (Bible study); understanding the impact, (putting faith into action) and making connections, (how ideas may connect to their own lives and understanding of the world).</p> <p>At Lew Trenchard we also have Bible stories that we draw upon to promote understanding of Christian values and practices, and these may be explored through RE lessons as appropriate to the curriculum.</p> <p>We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term).</p> <p>As a Church of England school we are entitled to devote more curriculum time to the teaching of Christianity than non-church schools and thus our RE curriculum reflects greater weight to Christianity, whilst allowing children to gain an understanding of some other important world faiths: Islam, Judaism, Hinduism, Buddhism and Sikhism.</p>
<p>Policy</p>	<p>www.lewtrenchard.devon.sch.uk/web/curriculum_subject_key_summary_points/627533</p>

Perceptions	<p>The monitoring of the standards of children’s work and the quality of learning and teaching RE is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of RE in the school. Monitoring shows the following of systems are strong and teachers are achieving a better balance between the three aims. Teaching of RE judged “good” in SIAMs inspection.</p>
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