

## **Rationale for RE at Bilton Grange Primary School**

At Bilton Grange Primary School, RE is taught as part of a broad and balanced curriculum. RE is provided for all pupils unless withdrawn by their parents on the grounds that they wish to provide their own religious education. We use the North Yorkshire Agreed Syllabus 2019-2024 which is a statutory syllabus for RE developed by SACRE.

The document defines the overall purpose of RE:

*'The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.'*

### **Purpose of study**

- Religious Education contributes dynamically to children and young people's education in schools by provoking 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.
- In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

*'RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.'*

North Yorkshire Agreed Syllabus for RE 2019-2024.

## Intent

The syllabus uses a knowledge-based approach to learning. This allows teachers to ensure learning is developed systematically, building on previous knowledge in order to help children know more and remember more over time.

The threefold aim of the syllabus elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

We have split knowledge into two aspects to support learning:

1. **Substantive knowledge:** includes learning key facts and practises for each religion through understanding texts, stories, building and festivals.
2. **Disciplinary knowledge:** includes the connects that the children make between religious teachings and how followers live their lives by explaining similarities and differences; offering their own suggestions about what they have been taught and developing opinions about their own faith.

We recognise that the teaching of RE provides a significant contribution to pupils' spiritual, moral, social and cultural development. The subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity. Values

education and moral development are a part of the school's holistic mission to contribute to the wellbeing of each pupil and of all people within our community. The RE curriculum focuses learning in many of these areas. We will follow the guidance set out within the syllabus in support of this.

## **Implementation**

Within the syllabus, learning is divided into three main strands:

1. **Believing.** For this, children will develop their understanding of religious beliefs, teachings, sources; questions about meaning, purpose and truth.
2. **Expressing.** For this, children will develop their understanding of religious and spiritual forms of expression; questions about identity and diversity.
3. **Living.** For this, children will develop their understanding of religious practices and ways of living; questions about values and commitments.

Each Key Stage has developed a long-term plan for the delivery of RE which is based on a key question. Each question reflects one of the three main strands of learning, ensuring that the aims and outcomes of the syllabus are achieved. Learning will look slightly different for each key stage:

### **EYFS**

Children in EYFS will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They will ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Learning Intentions are taken from the Early Years Foundation Stage Profile 2021 as well as the non-statutory guidance from the NY syllabus.

RE is woven throughout the specific area of Personal, Social and Emotional Development and Understanding the World. The RE elements of PSED and UW is planned using a medium-term planning template and a short-term provision plan. Across these documents the following aspects are identified:

- Pre-learning discussions.
- Details of the "wow" starter and learning "end point"
- The learning sequence of lessons
- Key vocabulary and questions.
- Activities for each of the school's 4 C's drivers

### **Key Stage 1**

Pupils will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

## Key Stage 2

Pupils will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject specific vocabulary. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

- Within each key stage, units of work are planned using a medium-term planning template which identifies:
  - Over-learning and pre-learning activities
  - Details of the 'wow' starter and learning 'end point'
  - The objectives to be taught- separated into substantive (red) and disciplinary (blue) content
  - The essential knowledge statements to be taught in the unit
  - The learning sequence
  - The key vocabulary to be taught- separated into horizontal and vertical vocabulary
  - Activities for each of the school's 4 Cs
  
- Learning is planned sequentially to enable children to build upon prior learning and to acquire new knowledge over the duration of the unit.
- At the beginning of each unit of work, children complete an over-learning recall activity to retrieve essential knowledge from the previous year's topic. This identifies any gaps in knowledge, enabling the teacher to provide additional support for children who have gaps in their previously acquired essential knowledge.
- Children complete a pre-learning activity prior to the topic being taught. This identifies the essential knowledge children already know and enables teachers to provide additional support or challenge throughout the unit for individual children.
- The essential knowledge identified in each unit provides the basis of the knowledge sentences to be shared with children. These are chanted and referred to throughout each lesson, helping children place the knowledge in the long-term memory.
- Essential knowledge and vocabulary are displayed in the classroom and on learning slips in children's books.
- To deepen understanding, disciplinary knowledge enables children to interpret and reason their substantive knowledge across a range of different contexts.
- Vocabulary is split into vertical and horizontal deepening. Vertical deepening enables children to learn new vocabulary within the unit, building upon previously learnt vocabulary each year. Horizontal deepening enables children to see how the vocabulary can be used in range of different subjects and contexts.
- Within the school's 4 Cs (Communication, Collaboration, Creativity, Community) a balance of activities is provided to help support the learning of fundamental British values. They also support the provision for personal development and in enhancing children's cultural capital within the subject.
- Following each unit of work, children complete the pre-learning activity containing the essential knowledge for the unit. This occurs 2 weeks, 6 weeks and 12 weeks after the unit has been completed. Recalls provide opportunities for children to recall previous learnt knowledge and for teachers to track children's progress. During these sessions, any gaps in knowledge are discussed and children are supported in remembering this knowledge.

## **Impact**

- The pupils in Early Years reflect on their learning by looking through their learning journey's and through class discussions. The 3 R's (Recall, remember and reflect) support the children throughout the year to know more and remember more.
- Observations in Early Years support the termly assessment of pupils and end of year judgements in PSED and UW.
- The 2/6/12 recalls support the assessment of children in KS1 and KS2. Results are added to tracking grids which, over the year, help support an end of year judgement in the subject.
- A subject monitoring week is conducted every year. This ensures that the subject leader has a clear understanding of the strengths and weaknesses of how the subject is being delivered throughout the school. This monitoring week includes:
  - Learning walks
  - Book scrutiny
  - Planning scrutiny
  - Data/assessment scrutiny
  - Interviews with children
- From this, the strengths and AFIs for the subject are developed and communicated to all staff and governors. Any immediate actions will be put in place quickly. Medium/long term actions will be added to the School Improvement Plan.
- Work moderation within the subject is completed once a year. Teachers have the opportunity to share examples of work and check the accuracy of their teacher assessment judgements.