



## What Religious Education looks like at Church Drive Primary School

We plan our creative curriculum so the children build a sense of belonging and believing in the world.

### Curriculum Intent

#### What a RE lesson looks like in our school:

At Church Drive we believe that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

#### This is our philosophy:

That children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

#### This is the knowledge and understanding at each stage:

##### By the end of EYFS pupils will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

##### By the end of key stage 1, pupils will have learnt about:

- Study in KS1 should be relevant to the experience of the pupils in the class and local demographic.

**By the end of key stage 2, pupils will have learnt about:**

- By the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism) and a secular world view (humanism) must have been studied.
- Throughout the RE curriculum and all key stages pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

**Curriculum  
Implementation**

**This is how it works:**

- The whole school teaches RE weekly.
- Lessons are planned using the Discovery RE progression skills as a guide for each year group
- By the time the children leave Year 6, they will have studied a broad range of religions developing an understanding of people, their community and of the wider world
- Links with other areas of the curriculum are embraced to provide a more meaningful learning experience

**This is what adults do:**

- Plan exciting progressive lessons which build on prior knowledge based on teaching a RE skills and knowledge.
- Create a learning environment that stimulates children's interest in the religion studied using artefacts, books, photographs and sources.
- Pupils need to learn subjects in sufficient depth so that they remember what they have learnt
- Planning needs to be sufficiently detailed and sequenced so that pupils develop secure long-term understanding, building on what they have learnt before (NATRE, 2020) So, from this, we can see that implementation needs to ensure depth, accurate subject knowledge, detailed planning and building on prior learning.
- Discovery RE advocates an enquiry model with a 4-step approach as

the basis for implementation. Every unit (enquiry) is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this.

- This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself.
- Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

- Regular book scrutiny, pupil perceptions and learning walks.
- Whole school professional development.
- Opportunities for parents/grandparents to come in and share their experiences.

**This is how we support and ensure access for all children:**

- Work may be scaffolded so that children are able to meet the learning objective.
- We use teacher and self-assessment to quickly identify those who may need more help in specific areas.
- Work may be scaffolded by providing additional resources or more structure to ensure that a specific skill can be taught.
- Children who have SEND or EAL needs are taught key vocabulary prior to/at the start of the topic.
- Seating children alongside good role models to support one another.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques e.g. videos, drama, artefacts, texts etc.

**This is how we challenge:**

- Work may be differentiated to support further challenge for those who need it.

## Curriculum Impact

**This is what you might typically see:**


- A 'hook' to get the children inspired followed by a way to showcase or round up their topic
- Engaged learners
- Children posing questions for research
- Children interpreting and reflecting on religions and culture making comparisons between them
- Children exploring and handling artefacts
- Recounts of key events
- Children exploring different sources to help learn about and respect other religions and cultures.
- Trips or visitors coming into school to provide children with an insight into a particular religion

**This is how we know how well our pupils are doing:**

- Lessons are planned based on the skills which are specific for each year group
- Photographic and video evidence
- Displays of work with classes and around school
- Floor books to support each subject

**This is the impact of the teaching:**

- Children who enjoy RE
- Children who respect diversity within the world and their community
- Inquisitive learners

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- Reflective learners
  - Children who are able to weigh up evidence and form an opinion about religion and cultures
  - Children who are prepared to share what they've learnt in a variety of ways
  - knowing and being able to evidence the impact of the RE curriculum both on learners individually and in the school as a whole
  - coherently being able to match and evidence the impact of RE with the intent