



Intent

To enable pupils to develop knowledge and understanding of the major world faiths, investigating and reflecting on the fundamental questions asked by people in organised and personal world views. From this they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, and develop their own personal responses. Pupils reflect on what it means to have a faith or no faith and develop their own spiritual knowledge and understanding. Pupils develop understanding of the culturally diverse country and world in which they live.

Implementation

We use the North Yorkshire Agreed Syllabus for RE, 24-29, using a systematic approach. At each key stage, children deepen their knowledge, building on previous content learned. Each unit focusses on 'believing', 'expressing', or 'living' in relation to a particular faith. We select units from Understanding Christianity. In each unit a concept is explored, through key questions and core Bible texts. The impact for Christians, and possible implications for pupil is identified. Our learning in Religious Education contributes to our children's personal development and our school provision for Spiritual, Moral, Social and Cultural (SMSC) and British Values. Our children are encouraged to develop and express their own thoughts and views. All classes are taught RE weekly for 1-1.15 hours.

Impact

As a result of high-quality learning experiences in Religious Education, pupils will:

- Develop their knowledge, understanding and application of the Christian faith, other major faiths and those of non-faith.
- Be able to build upon their own experiences and beliefs.
- Be able to show understanding and respect to all people within their community and beyond.
- Achieve the age-related expectations in RE and deepen their personal understanding of religions.
- Have the foundations of the subject, in order to develop their learning as they move on to secondary school

How children with additional needs are supported

Children are supported in paired or group work
Pre teaching of key vocabulary
Visual aids/ modified resources
Supported by an adult
Individual adaptations highlighted in IPMs/EHCPs

How more able children are challenged

Higher level questioning
Encouraging children to consider different perspectives
Reflect and make deeper connections with own lived experiences and beliefs
Independently digging deeper to further knowledge

The focus in my subject this year is:

To ensure that children are as confident to speak about their knowledge of world religions and non- religions as they are about their knowledge of Christianity.
Ensure that children are able access first hand experiences of the world religions they are learning about – visits and visitors

Monitoring plans for my subject this year are:

Learning walk November 2024
Book scrutiny January 2025
Learning walk with RE Governor February 2025
Pupil voice May 2025
Monitoring of termly data (December, April and July)

Previous improvements and impact

Staff training in planning and delivering units of work from the Understanding Christianity resource. Staff confidence in using the resource has grown and children are able to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.

Current improvements

Developing staff knowledge. The focus for this year is to implement and embed the new units from the North Yorkshire Agreed Syllabus for RE (24- 29), ensuring staff have the knowledge and resources needed to deliver these units.

Ideas for future Improvements

To develop the "Golden Threads" of knowledge than run through the different world religions.

Pupil Voice

Y5/6

'Hearing other people's opinions helps me to understand' and 'no-one's going to judge you'

'Because we do it every week it's easier to remember what we've learned in a previous lesson'

'We compare different religions as well as learning about each one. Comparing helps us remember'

'Our knowledge organiser helps us at the start of lessons to remember what we learned last time we looked at that religion'

'We have regular quizzes to check our knowledge so we know what we've remembered'

It helps you be a better person'

'It helps you understand how other people live. We know some Muslim refugees and I knew that Muslims pray five times a day so I didn't have to ask questions.'

Data/Outcomes

Children reaching ARE summer 24

EYFS 80% (1 child is 6.7%)

Y1 80% (1 child is 10%)

Y2 100% (1 child is 12.5%)

Y3 82% (1 child is 6.25%)

Y4 82% (1 child is 6.25%)

Y5 81% (1 child is 6.25%)

Y6 82% (1 child is 5.9%)