



Dishforth CE Primary School



Religious Education Vision Statement

The principle aim of Religious Education is to engage pupils in systematic enquiry into significant human questions which religion and world views 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.

At Dishforth CE Primary School our vision for Religious Education is that it will provide rich and varied opportunities for our pupils to develop open, sensitive, reflective and critical approaches to their understanding of the world's varied religions and beliefs. This enables our children to explore a range of practices, values, beliefs and lifestyles, and relate these to their own experiences and to questions of everyday life.

At Dishforth CE Primary School we believe that Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. Through RE we are able to develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a God. We enable children to develop a sound knowledge of Christianity and other world religions with a particular focus on Judaism, Hinduism and Islam. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding.

Our teaching of Religious Education follows three core strands – Believing, Expressing and Living. We help children to learn about religious beliefs and religious teaching (Believing), religious and spiritual forms of expression and questions about identity and diversity (Expressing), and religious practices and ways of living, and questions about values and commitment (Living).

We want our children to consider the impact of people's beliefs on their own actions and ways of life, to challenge stereotypical views and appreciate difference positively. 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. The learning that takes place in Religious Education is closely linked with the school's adoption of Philosophy for Children (P4C). The use of P4C in Religious Education lessons allows children to develop their creative and critical thinking skills and encourages children to respectfully listen to others and recognise and respect that people have different views to their own.

At Dishforth CE Primary School we follow the North Yorkshire Agreed Syllabus for RE, 2019 – 2024. The planning of Religious Education follows a systematic approach, where knowledge is built upon year by year. At each stage of Religious Education, children will deepen their knowledge, building on previous content learned. In EYFS children are Discoverers, KS1 they are Explorers and in KS2 they are Connectors.

At Dishforth CE Primary School the teaching of Religious Education will be rich in first-hand learning experiences. Educational visits and visitors from both within the local community and beyond will be used to enrich the learning experiences of all children and promote awe and wonder

Implementation

EYFS

Our children in EYFS are Discoverers. Children discover different religions and worldviews through first-hand experiences; meeting special people, books, times, places and objects and by making visits to places of worship. All children in EYFS have the opportunity to visit Baldersby St James Church and welcome the Vicar into the classroom to carry out a Baptism or Wedding service. Children listen to and talk about stories. They are introduced to subject specific words. As discoverers, children are encouraged to use all their senses to explore beliefs, practices and forms of expression and to talk about what they know and have. Children learn through a range of self-initiated and adult directed tasks, such as roleplay, dressing up, listening to religious music and looking at pictures and books. All EYFS children will have the opportunity to learn about Christianity, Judaism and Islam.

The EYFS RE learning intentions are developed from the EYFS Development Matters statements.

<p>In line with the DfE's 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:</p> <p>Communication and Language</p> <ul style="list-style-type: none">• Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.• They use talk to organise, sequence and clarify thinking, ideas, feelings and events.• Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.• They talk about how they and others show feelings.• They develop their own narratives in relation to stories they hear from different communities. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none">• Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.• They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.• They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.• Children think and talk about issues of right and wrong and why these questions matter.• They respond to significant experiences showing a range of feelings when appropriate.• They have a developing awareness of their own needs, views and feelings and be sensitive to those of others.• Children have a developing respect for their own cultures and beliefs, and those of other people.• They show sensitivity to others' needs and feelings, and form positive relationships. <p>Understanding the World</p> <ul style="list-style-type: none">• Children talk about similarities and differences between themselves and others, among families, communities and traditions.• They begin to know about their own cultures and beliefs and those of other people.• They explore, observe and find out about places and objects that matter in different cultures and beliefs. <p>Expressive Arts and Design</p> <ul style="list-style-type: none">• Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.• They respond in a variety of ways to what they see, hear, smell, touch and taste. <p>Literacy</p> <ul style="list-style-type: none">• Children are given access to a wide range of books, poems and other written materials to ignite their interest. <p>Mathematics</p> <ul style="list-style-type: none">• Children recognise, create and describe some patterns, sorting and ordering objects simply. <p>These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE, 2013).</p>
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Children in EYFS receive 36 hours (50 mins a week) of RE each year.

Key Stage 1

The teaching of Religious Education at Key Stage 1 allows children to be Explorers. Children are able to develop their knowledge and understanding of religions (Christianity and Islam) and world views, in a local, national and global context. They continue to use basic subject specific vocabulary. They are beginning to be able to raise questions and express their own views in response to material they learn about.

At Key Stage 1, children will be taught to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Children in Key Stage 1 receive 36 hours of RE teaching each year.

Key Stage 2

In Key Stage 2 children extend their knowledge and understanding of religions (Christianity, Islam, Hindus and Judaism) and world views, beginning to make connections. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children are able to express their views in response to the materials they engage with, identifying relevant information, selecting examples and supporting their ideas and views.

At Key Stage 2, children will be taught to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Children in Key Stage 2 receive 45 hours of RE teaching each year.

Planning

Long Term Plans: These plans map out the Religious Education Unit to be covered each term; highlighting any cross-curricular links which could be made.

Medium Term Plans: These detailed plans provide a lesson by lesson overview of the learning objectives and outcomes being taught. It identifies resources needed, key vocabulary to be taught and how the learning objective will be successfully taught to all pupils in each lesson.

Lesson structure

Each lesson will begin with a starter activity. The purpose of this activity is to:

- draw upon pupils prior learning
- encourage children to use appropriate vocabulary

An engaging lesson opening which stimulates discussion and encourages children to thinking, take notice and question.

A teaching input will support children's acquisition of key vocabulary. It will introduce children to the, concept or knowledge being taught. This input will involve talk by all to share ideas and knowledge, allowing children to develop their vocabulary and understanding. Teacher modelling of the skills and vocabulary being taught will be present to ensure children are confident in their learning.

Independent Learning Task: An Independent, paired or group learning task for children to complete. Teacher supported where necessary.

Plenary: An opportunity to review and reflect on the learning taught. Children will review key vocabulary, knowledge and skills taught within the lesson. The plenary may also be used to further stimulate pupil's thinking; encouraging children to ask further question and discuss.

Resources

- Each classroom stores Religious Education resources appropriate for the key stage they teach.
- In Key stage 2, additional resources are stored within their shared area.
- High quality books to support the teaching of Religious Education can be found within the school library
- There is a dedicated Religious Education budget and staff are able to request resources to support, supplement and enhance the delivery of the curriculum

Assessment

Assessment in Religious takes place throughout lessons. Teachers listen carefully, observe, ask questions and review learning undertaken as part of their independent task. Within lessons, teachers are quick to identify any child who may need further support to develop the skills and knowledge necessary to achieve the lesson's learning objective. Misconceptions are identified and addressed rapidly to ensure children made good progress. Teachers have a good understanding in the progression of Religious Education

skills and knowledge and can use this knowledge confidently to extend and challenge high attaining pupils.

Subject leaders to have a termly meeting with the class teacher to track progress.

EYFS

Assessment of children's understanding and knowledge is achieved through observations and discussions. Evidence towards children meeting their Early Learning Goal for Communication and Language, Personal, Social and Emotional Development, and Understanding of the World is collected via the child's learning journey using photographs and observational notes. Progress towards their ELG is regularly reviewed and next steps are identified. Statutory assessments are made at the end of EYFS.

Key Stage 1&2

Formative assessments are made during each Religious Education lesson. Teachers review children's learning against the lesson's learning objective using evidence from questioning, observations and children's independent learning task. This formative assessment is used to inform further planning, identifying next steps in learning and identify children who require further support and challenge. Children's progress towards achieving end of key stage expectations for Religious Education is tracked termly to ensure children acquire the skills and knowledge expected.

Monitoring

The headteacher and Religious Education Subject Leader will monitor and evaluate the quality of teaching and learning of Religious Education in the school, through a variety of methods including:

- Book and planning scrutinise
- Pupil voice
- Learning walks
- Lesson observations

Role of the Subject Leader

The subject leader is responsible for monitoring children's attainment and progress to ensure that all learners complete their programme of study at each stage. In addition to this, the subject leader is responsible for supporting and developing staff's subject and pedagogical knowledge to enhance the teaching of Religious Education. Evidence gathered from the monitoring process, will be collated in the subject leader folder, fed back to staff at an appropriate time and be fed into the Religious Education action plan.