



RE at Delta



At Delta we encourage curiosity and embrace the opportunity to learn from other religions, beliefs, cultures and practices. Through enquiry based learning, we ensure our children acquire and develop knowledge and understanding of the world faiths and principal religions represented in Great Britain. We intend to develop the children's understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures and to appreciate the way that religious beliefs shape life and our behaviour. By exploring similarities and differences, we also highlight connections and commonalities that unite us as well as differences that enrich our community.

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. Children at Delta reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religion as well as about religion. We deliberately foster strong links between the PSHE curriculum, British Values and SMSC development as children begin to understand the complexities of people's lives. Through our teaching of RE, we strive to encourage our children to become open-minded, curious and respectful citizens who understand and value the beliefs of others.

What do we want our children to learn?

By the end of their primary education our children will:

- Develop knowledge and understanding of major world religions and value systems found in Britain, this will include the teaching of British Values.
- Begin to have a sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Understand the need to respect others, including people with different faiths and beliefs and help to challenge prejudice.
- Ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- The ability to begin to make reasoned and informed judgements about religious and moral issues.
- The ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.

How is RE implemented in the EYFS?

- Children in the EYFS explore RE content through the Understanding of the World strand of the EYFS curriculum.
- They are given the opportunity to encounter religions and worldviews through special people, books, stories, places and objects and by visiting places of worship.
- Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Furthermore, they are encouraged to ask questions and reflect on their own feelings and experiences.
- They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.
- In the EYFS, children are assessed according to the Development Matters Attainment targets in Understanding of the World.

Planning:

- The RE curriculum maps show the units to be covered each term.

How do we implement our RE curriculum:

- We use the Enfield syllabus to support the planning and delivery of an engaging curriculum.
- During RE lessons, children learn about the six principle religions represented in the United Kingdom. Pupils participate in a weekly lesson, which focuses on subject knowledge, critical/evaluative thinking and personal spiritual development.
- In KS1 children will explore different religions through themes such as "animal stories, gifts and giving, festivals and celebrations".
- Lessons build on prior knowledge and are developed year on year to ensure children can transfer the key knowledge into their long-term memory.
- Before each RE unit of work, children are asked to recall what they already know about a religion to help revisit previous learning. They build upon what they know and reflect on their new learning.
- The school uses a variety of teaching and learning methods in Religious Education lessons. We combine whole class teaching methods with enquiry-based research activities, providing children with the chance to use artefacts and secondary sources to discover more.
- Learning is not always recorded in a formal written way. Children are given the opportunity to use discussion, drama and role play, music and art to interpret and present their understanding in different ways.

The curriculum is further enhanced through assemblies, guest speakers/visitors as well as by educational visits to places of worship within our local community. Throughout the RE curriculum, children have the opportunity to:

- *Visit places of worship and focus on symbols, feelings and the impact and reality of religion on the local and global community.*
- *Listen and respond to visitors from local faith communities.*
- *Use their senses and have times of quiet reflection.*
- *Discuss religious and philosophical questions.*
- *Use art and design, music, dance and drama to develop their creative talents and imagination.*
- *Share their own beliefs, ideas and values and talk about their feelings and experiences.*
- *Begin to use ICT to explore religions and beliefs as practised in the local and wider community.*

Teaching:

- RE is taught for 45 mins/1 hour per week (1 lesson).

<ul style="list-style-type: none"> • The Enfield Scheme of work is used to create lessons for each unit of work with differentiated tasks. • Planned opportunities should be provided for children to use art and design, music, dance and drama to develop their creative talents and imagination. • Each unit will provide opportunities for children to be exposed to artefacts, drama and music that represent the religion and culture. • Resources are stored in topic boxes. • Teachers are encouraged to add any new resources and display materials that they have created to the topic box 	<ul style="list-style-type: none"> • Flexible groupings are used during lessons e.g. mixed ability groups, paired work, guided and independent work and whole class work. • Opportunities to develop core English skills are exploited as well as the learning of new vocabulary. • A range of resources are used to enhance learning including handling objects, pictures, sacred texts, watching videos and reading information texts. • Relevant vocabulary is explicitly taught, is evident in the classroom and is used in discussion and reasoning. • There will be many opportunities in KS2 to write a reflective thought on what the children have learnt from the concept in the lesson.
<p>Assessment and feedback:</p> <p>Assessment for learning is continuous throughout the planning, teaching and learning cycle.</p> <p>Assessment is supported by use of the following strategies:</p> <ul style="list-style-type: none"> • Teachers use the outcomes in children’s books to assess on-going attainment and progress. • Children will start each unit with a reference page where they will recall ‘what they already know’ about the religion studied. • End of unit knowledge quizzes assess learning and provide the opportunity for children to show what they know. • Differentiated and open-ended questions. • Effective feedback • Flashback tasks to ensure retrieval of previously learnt material. <p>Feedback</p> <ul style="list-style-type: none"> • All work will be looked at and assessed before the next lesson. • Children to self/peer assess all aspects of their work. • Key vocabulary for RE to be corrected in green pen alongside common exception words for that year group. • Teachers should conference with each child in RE to address misconceptions or to extend the children’s learning, providing challenge. Children indicate this with ‘PC’. • After each lesson or when appropriate, children should reflect on their learning and add this to the unit reference sheet ‘What I have learnt’. Children should also add definitions for the vocabulary they encounter throughout the unit. • Each unit should end with an opportunity for children to reflect and respond to what has been learnt from the religion. 	<p>How do we evaluate learning in RE?</p> <ul style="list-style-type: none"> • The impact and measure of our RE curriculum is to ensure that children become well-rounded citizens by developing an understanding of the need for respect for others and a sense of personal responsibility. • Over time, children demonstrate their deepening understanding of individual faiths by making connections within a faith, as well as showing their growing understanding of the discipline of RE by making links across different religions. • We are proud of how our RE curriculum supports children to both value difference and understand which shared values and beliefs unite us. • The impact of our RE curriculum can be found in children’s written work and the quality of discussions that they have. <p>The RE subject leader monitors the impact of the RE curriculum using a variety of strategies.</p> <ul style="list-style-type: none"> - Scrutiny of RE books - Pupil voice - Learning walks - Review and discussion of the action plan <p>All of this information is gathered and reviewed to inform further curriculum developments and provisions.</p>