



Ringway Primary School Curriculum Statement RE



Religious education in school should enable every child to flourish and to live life in all its fullness. It will help educate for dignity and respect encouraging all to live well together.

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's leadership team will:</p> <ul style="list-style-type: none"> • Supply and resource relevant planning and teaching sequences carefully prepared for each year group ensuring clear progression and the ability to build upon previous knowledge and understanding. • To ensure that theologies and curriculum content is age appropriate. • To work towards the school's learning intent for RE in that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. • Ensure sufficient funding is provided for resources, artefacts and equipment ensuring implementation is high quality. • Ensure teachers are confident in their knowledge of the key religions taught as part of the primary curriculum for RE: <ul style="list-style-type: none"> - Judaism - Christianity - Islam - Buddhism 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • To engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. • To explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. • To confidently and successfully deliver the school's 'Discovery RE' scheme of work, intertwined with additional teaching resources, ideas and key concepts. • To allow pupils the opportunity to build on previous knowledge acquired in previous year groups. • Allowing pupils the opportunity to develop skills from core subjects, drawing upon abilities within reading comprehension, English/grammar and Art & Design. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • Pupils are capable of confidently discussing and challenging key ideas and debating key questions embedded in religion and religious practices. • A progression of their understanding, built upon as pupils move through each year group, using knowledge they have acquired and using this to develop their understanding further and refine skills learnt • A secure understanding of how to use skills from core subjects and transfer them into lessons of Religious Education. • A secure ability to retain information learnt and be able to speak confidently about a given subject. • Pupils are able to evaluate own work celebrating successes and identifying areas for improvement.

<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Outline expectations for the RE curriculum and offer support to teaching and support staff who will be delivering these lessons. • Monitor and evaluate the teaching and learning through the Discovery RE scheme of work, ensuring progression and high quality teaching. • To support teachers in ensuring pupils are using age-appropriate vocabulary and terminology linked to the unit of work and monitor the progression of vocabulary through key stages. • Work hard to provide opportunities for pupils to experience Religious visits through members of different faiths attending school to host seminars and assemblies or pupils visiting churches and mosques which will enhance learning. • To keep CPD up to date with significant events or changes in religion, research or world events. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Have opportunities for working wall displays easily accessible for pupils to use to support and extend their learning. • Encourage pupils to become an integral part of classroom debate and discussion of key concepts in RE. • Develop pupil confidence to challenge such concepts alongside valuing the views of others. • Equip pupils with the skills and knowledge, preparing them for the wider multi-cultural society we live in. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Final pieces of work that have been carefully drafted and edited to the best of their ability. • Displays will celebrate pupils' achievements and success within the subject, showing clear progression across key stage 1 through to key stage 2. • Colourful, creative and inspiring pieces of work, images, quotations, discussion points and artefacts celebrating the various different religions covered in the primary curriculum. • Evidence of clear progression through each unit of work covered.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Using the Discovery RE scheme of work, construct a long term plan outlining objectives and outcomes for each unit of work covered. • To seek support or relevant training to bridge gaps in subject knowledge when 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Confident in challenging and opposing the opinions of others whilst respecting differences and valuing peers. • Resilient when facing struggles and learning to overcome barriers to learning 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Monitor progression in the subject to ensure effective teaching and learning. • Celebrate pupil success and collect evidence of exemplary pieces of work.

<p>teaching and discussing specific areas of religion.</p> <ul style="list-style-type: none">• To ensure pupils are equipped with the relevant resources, equipment and experiences through each unit of work to make secure progress within the subject.	<p>through seeking support from teaching staff.</p> <ul style="list-style-type: none">• Open-minded and respectful when learning the values and concepts of different religions and becoming a courteous and considerate citizen in the multi-cultural society in which we live.• Engaged in the high quality teaching sequences provided, enabling them opportunities to use skills learnt and ensure progression.• To feel safe and happy when discussing topics which may have some significance to some pupils for different reasons and based on their own experiences outside of the classroom environment.	<ul style="list-style-type: none">• To provide relevant CPD if required to extent knowledge and ensure the impact of the curriculum is positive.
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