



RE curriculum implementation



Statement of intent

At Barkisland Primary School, RE is a crucial element of our broad and balanced curriculum, which equips our children to be effective world citizens of the 21st century. Our curriculum enables pupils to know about and understand Christianity as a living faith, that influences the lives of people worldwide. We enable pupils to know about and understand other major world religions and non-religious worldviews, their impact on society, culture and the wider world. Pupils are given the opportunity, through RE, to develop interpersonal skills such as verbal communication, listening and empathy. We provide pupils with much needed opportunities to explore differences and celebrate diversity. Our RE curriculum contributes to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values through the opportunity to think critically and express ideas and insights.

Schemes of work

We follow the *Dioceses of Leeds and York Diocesan Syllabus for Religious Education* with core teaching and learning about Christianity supported by the *Understanding Christianity* Resource, as advised by the Dioceses of Leeds and York.

Curriculum content

Our curriculum is theologically informed, progressive and creative so that pupils leave our school religiously literate, showing a respectful and informed attitude to religions and non-religious world views, and able to engage in meaningful dialogue and critically reflect on their own convictions. In each unit, pupils will have the opportunity to make sense of a religious text, belief or concept in detail; to learn how believers and people put this into practise in their own lives, communities and worldwide; and to make connections between this learning and their own beliefs and ways of understanding the world.

RE is timetabled for the equivalent of 60 minutes per week for EYFS and Key Stage 1 and 75 minutes per week for Key Stage 2, giving the subject the time and space needed to be taught effectively. Children will spend approximately fifty percent of their RE curriculum time each year studying *Understanding Christianity* units, equipping pupils with the knowledge and skills required to give theologically informed and thoughtful account of Christianity as a living and diverse faith. They will develop their understanding of other religions and non-religious worldviews through thematic units that look at different beliefs and approaches to a topic, as well as studying focussed units on Islam, Sikhism, Judaism, Hinduism and Humanism. Pupils will develop an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning. They will have the opportunity to engage in meaningful and informed dialogue with those of other faiths and worldviews, and reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

EYFS – Children will encounter Christianity in *Understanding Christianity* units that focus on God, Christmas and Easter and encounter other religions in units that focus on special places and special stories.

KS1 – Children will study *Understanding Christianity* units that develop their understanding of Christmas, Easter, the life of Jesus, and Christian beliefs about God. They will also explore a variety of religions through units on belonging and sacred places, and focus on Islam and what it means to be a Muslim and Judaism, who is Jewish and how they live.

KS2 - Children will study *Understanding Christianity* units that explore a wide variety of beliefs and concepts including Creation, the Holy Trinity and the birth, life and resurrection of Jesus. They will explore a variety of religions and non-religious worldviews through units that look at ideas such as the meaning of festivals and developing respectful communities. They will also study dedicated units on Hinduism, Sikhism, Judaism and Humanism.

Record of pupils work

RE learning is recorded and demonstrated in a wide variety of ways. To promote creative teaching, rich discussions and inspiring classroom experiences, each year group has a whole class 'Big Book' for RE. This allows pupils and teachers to record creative learning outcomes such as drama, discussion and group work through photographs, mind maps and collaborative outcomes, without the need for every pupil to produce an individual outcome.

Every pupil from Y1 – Y6 also has their own individual recording book, where pupils demonstrate their learning through dedicated activities, cross-curricular writing and artwork. It is expected that in every unit of work we will see a combination of recording in individual pupil books and whole class 'Big Books,' as best suits the learning.

Throughout the academic year, each class will have the opportunity to display their recent learning in RE through a class wall display in the school corridors.

Assessment

A key aim of our wider curriculum intent is for pupils to be successful and make progress. Our assessment strategy in RE is a core element of our approach to ensuring pupils make good progress in the subject. Formative assessment strategies such as questioning, providing verbal feedback and peer assessment are embedded in RE as they are across the whole school curriculum. Creative, discussion rich lessons allow teachers to quickly tackle misconceptions as well as allowing pupils recognised their own levels of understanding and progress. All written work is marked in line with the school marking policy.

At the end of each unit, teachers will assess pupil progress and attainment across a variety of unit-specific outcome statements. These statements cover the breadth of knowledge and skills taught across the three elements of RE; understanding the text/believe/ concept, recognising the impact on the lives of people and making connections to their own lives. Pupil attainment is tracked across the academic year and across the school, which informs the priorities of the Subject Leader and of teaching and learning moving forward.

Cross curricular

Our wider school curriculum allows for cross-curricular teaching of RE in a variety of ways:

- Art – exploring and creating images and portraits of different religious figures and stories or creating pieces associated with religion such as Islamic geometric patterns
- Science – growing an 'Easter Garden' to learn about plants
- History - investigating Mayan Gods
- Music - singing hymns and songs linked with a Religious celebration

Collective Worship is also an integral part of our school day and a vital component of how we develop pupils understanding of and live out our school's Christian values. It complements the teaching of RE by giving pupils the opportunity to critically consider religious themes, Christian or otherwise, through stories and song, and to explore their own personal convictions/belief through personal reflection.

Home school links

Opportunities for parents and families to engage with all aspects of school life are widespread at Barkisland Primary School. Newcomers to the school take part in a special welcome service which gives families one of the first opportunities to see how we as a school live out our Christian values. A special leavers service for Year 6 pupils gives pupils and their families the opportunity to reflect and celebrate how far they have come in all aspects of their learning. Parents are well informed about what their children are learning in RE because teachers provide termly curriculum overviews outlining key learning in each unit. Weekly talking homework allows parents to engage with their children's learning across the wider curriculum and teachers regularly include questions and reflection opportunities for learning in RE. Parent conferences are an opportunity for parents and teachers to discuss pupil progress across all curriculum subjects, including RE, and parent reports include assessment data for RE with teacher commentary on pupil interest, progress and attainment in the subject.

Withdrawal from RE

Parents have a statutory right to withdraw their child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to do so with the Headteacher or other representative of the school. We work hard to ensure that any reservations or doubts may be addressed and accommodated to avoid withdrawal but recognise that a parent has the right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the headteacher. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.