



# Religious Education at Wolverton Primary School

## Impact

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression of knowledge and skills.

Impact is measured through:

- Teacher's formative assessment judgements as they observe pupils work
- Assessing children's knowledge and understanding by marking work against learning outcomes
- Summative assessment judgements are made at the end of the Key Stage using the Focus Education breakdowns for RE

Assessment of each unit informs future planning and enables teachers to plan for progression. This approach also ensures that the pitch of lessons is well matched to pupils needs and that by the end of each key stage pupils are prepared for the next phase of their education. Outcomes are shared with pupils, staff, leaders & parents. Leaders conduct monitoring activities on a cyclic review basis. These include work trawls, learning walks and discussions with children.

## Intent

Through the teaching of RE we aim to ensure pupils

- Know about and understand a range of religions and worldviews, so that they can:
  - describe, explain and analyse beliefs and practices; identify, investigate and respond to questions posed;
  - appreciate & appraise the significance and impact of different ways of life
- Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain their ideas about how beliefs, influence individuals and communities;
  - express their personal reflections and responses to questions and teachings;
  - appreciate and appraise aspects of religion.
- Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions; enquire into what enables individuals and communities to live together;
  - articulate beliefs, values and commitments to explain why they may be important in their own and other people's lives.

## Aims for RE

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews 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.

We want pupils to

- develop their levels of religious literacy and conceptual understanding; be able to articulate their ideas about religion, beliefs and spirituality - and then to change their minds, if they choose to do so.
- be able to reflect on some of the fundamental questions about being human and to be open to change, appreciation and challenge.

## Implementation

RE is planned in line with the Agreed Syllabus for Religious Education (RE) for schools in Coventry and Warwickshire which provides teachers with a framework of support and guidance. Our curriculum is balanced and broadly-based, and promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. Pupils study 3 core strands: Believing, Expressing and Living across each key stage.

Religious Education is taught as a discrete subject on a weekly basis and teachers make it explicit to pupils that they are developing as 'theologians'. Pupils in Reception and KS1 have 36 hours of RE per year, and KS2 pupils have 45 hours per year.

Units of work are presented in a combination of a 'systematic' and 'thematic' format either focussing on a single religion or looking at a particular theme across more than one religion or world view. Pupils explore the six principal religions; Buddhism, Hinduism, Islam, Judaism and Sikhism, and Christianity, and also consider secular world views. A 'big question' is used as the starting point for each unit of work, with smaller questions for each lesson.

Progression is outlined in the RE long-term map.