

Subject on a page

INTENT



Enjoy and value learning about religions and worldviews, recognising their significance in local, national and global communities.



Develop religious literacy by exploring a range of religious and non-religious worldviews.



Make sense of beliefs by identifying, describing and explaining key concepts, teachings, practices and sources of wisdom and authority.



Understand the impact of beliefs by examining how people express their faith, values and commitments in everyday life, within communities and in the wider world.



Develop informed, reasoned and reflective responses to religious, philosophical and ethical questions, drawing on a range of sources and evidence.



Become thoughtful, compassionate and responsible citizens who are prepared to contribute positively to a diverse society through understanding, respect and empathy

Religious Education

We aim to develop pupils who...

At Grace Mary, we provide a safe and nurturing space for children to develop the confidence to explore, create and experiment with music, with access and provision to high-quality musical instruction for all children.

IMPLEMENTATION

-How do we achieve our aims?

At Grace Mary, we believe that high-quality Religious Education enables children to develop a deeper understanding of the diverse beliefs, values and worldviews that shape our communities and the wider world. Through exploring and understanding key religious and non-religious concepts, beliefs and sources of wisdom, children learn to make sense of different perspectives. They are encouraged to examine how beliefs influence individuals, communities and society, developing respect, empathy and understanding. Pupils are also given opportunities to reflect on and evaluate their learning, making meaningful connections between their studies, their own experiences and their understanding of the world around them.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our music curriculum is planned and organised

into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. We expose children to a range of world views and discuss core beliefs and themes running through them and the impact this has on followers of the world view. Pupils are encouraged to discuss, look at artefacts and visit places of worship. Pupils are encouraged to ask thoughtful questions, engage in respectful dialogue and consider a range of perspectives.

Places of Worship visits

Year 1	Local Church
Year 2	Gurdwara
Year 3	Hindu Temple
Year 4	Islamic Exhibition Centre
Year 5	Lichfield Cathedral
Year 6	Jewish Synagogue

IMPLEMENTATION

(continued)

EFS / KSI / KS2

Guidance is taken from development matters and the local agreed syllabus which outlines the expected curriculum to be taught.

Concepts

Concepts lend coherence to our curriculum. Pupils are supported to learn new content by meaningful examples and

understanding of the specific worldview in context of the people who follow that worldview. Pupils have repeated encounters with a wide range of important concepts in a number of different contexts. The key concepts are: Making Sense of Beliefs. Understanding the Impact. Making Connections by encouraging pupils to reflect on and evaluate their learning, making links to their own experiences and understanding of the world.

Assessment

Formative

- Children's knowledge, understanding and skills in RE are assessed by making observations of the children working during lessons. Teachers use this ongoing assessment to plan next steps and make curriculum adjustments.
- Regular recapping and testing of previous content is evident in all lessons. This testing of pupils is a learning activity in and of itself. Testing supports pupils in retaining knowledge in long-term memory
- Feedback is given to children by their teacher or peers which is linked to outcomes identified in the curriculum planning.
- Children are also encouraged to be critical of their own work, highlighting their own next steps.

Summative

- End of year judgements of RE progression. These judgements are used to identify which children are working at the expected standard and also allow the RE leader to make curriculum adjustments.
- Regular opportunities for pupil voice are built in so that the RE leader can judge the effectiveness of the curriculum.

IMPACT

-How will we know we have achieved our aims?



Children will be able to explain and discuss a range of religious and non-religious worldviews, demonstrating secure knowledge of beliefs, practices, sources of wisdom and ways of living.



Children show increasing religious literacy through the accurate use of subject-specific vocabulary and the confident communication of their ideas, knowledge and understanding.



Children will be able to make sense of beliefs by identifying, describing and explaining key concepts, teachings, practices and sources of wisdom and authority.



Children will be able to make informed connections between the beliefs and practices they study and their own experiences, values and understanding of the world.



Children demonstrate the ability to ask thoughtful questions, engage in respectful discussion and consider a range of perspectives when exploring religious, philosophical and ethical issues.



Children show respect, empathy and understanding towards people of different faiths and worldviews, recognising both similarities and differences within diverse communities.