

RE at SMAB



Intent

The purpose of RE is to develop religious literacy to enable our pupils to navigate discussions and debates about religions and other world views with a sense of tolerance – as per British Values, understanding and knowledge of their own and others' beliefs. This is actively encouraged through the LDBS curriculum that our school follows and we are held accountable as a Church of England school by the LDBS and their SIAMs inspections to ensure the education we provide is rich in enquiry-based learning and enables all pupils to flourish. Religious education provides pupils with a highly valued Core subject dedicated to developing them spiritually, morally, socially and culturally. This is further scaffolded by our Curriculum drivers which were devised and agreed upon by staff to give pupils a range of experiences to develop independence, critical thinking and reasoning, high aspirations and deepen faith, where ever it is rooted.

Teaching

- RE should be timetabled and delivered once a week for a session that should last for at least 1 hour and 30 minutes.
- Cover pages feature each unit's big and small questions, assessment statements, key vocabulary and space for a final reflection/response to the Big Question.
- Learning objectives/questions and success criteria should be clear and include a related reflection question for pupils to relate the learning to their own experiences.
- The reflection question should be answered or explored at the beginning of book work – after teaching input – in green pen.
- Each lesson should include a chance for pupils to look back at the Big question to contextualise the learning. There should also be a choice of activities for the pupils to respond to the lesson with a strong emphasis on creativity.
- Children are offered the choice of two tasks when completing work

Planning

- The school follows the LDBS curriculum; however, small changes are made to incorporate learning that may have been missed in KS1.
- The LDBS progression of skills document is used by teachers in order to pitch, scaffold and challenge
- Detailed **long-term** plans for RE are outlined in the school curriculum map which indicates the topics that are covered throughout the year.
- Teachers meet weekly to discuss planning and weekly plans are created by one member of the team. Teachers are encouraged to adapt the planning to suit the needs of their class (children who are new to English, SEND etc.)
- A planning overview, on an Interactive White Board is completed for each topic taught, indicating vocabulary and questions

Assessment:

- Teachers use regular assessment for learning opportunities, using the LDBS six key areas of enquiry, to establish next steps for pupils
- The six key areas of enquiry are:
 - 1) *Beliefs, teachings, sources of wisdom and authority*
 - 2) *Ways of living*
 - 3) *Ways of expressing meaning*
 - 4) *Questions of identity, diversity and belonging*
 - 5) *Questions of meaning, purpose and truth*
 - 6) *Questions of values and commitments*
- At the end of a unit, the assessment statements on the Cover page can be used to update Target Tracker.

<p>Marking and feedback</p> <p>All work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Children use a PURPLE PEN to show response to adult feedback and GREEN PEN for self and peer assessment • Where an adult has provided feedback, the child will respond in PURPLE PEN • PURPLE PEN challenges are set to move children understanding forwards and encourage them to make links between faiths or ideas 	<p>Monitoring</p> <p>Monitoring is carried out by subject leader and SLT during the school year. This will include</p> <ul style="list-style-type: none"> • Learning visits during RE lessons • Book looks • Pupil voice • Staff/ parent questionnaire • Moderation across year groups and phases • Pupil progress meetings
<p>Resources and Working Walls:</p> <p>RE shelves should reflect the liturgical colour and this should be shared and discussed with the children and a calendar wheel should be changed.</p> <p>Green: Ordinary time Purple: Advent (period of waiting and anticipation) White: Christmas time Purple: Lent (period of waiting and anticipation) White: Easter Green: Ordinary time</p> <ul style="list-style-type: none"> • RE shelves should feature discussed artefacts relevant to Christian Collective Worship. • RE displays should reflect the current unit being taught and be used as a working wall with thoughts, questions and work by the children. • Big Books should have a page dedicated to the value of the half term with thoughts, questions and creative responses by the children. They should also feature the Big question to support whole class discussions during and at the end of a unit if not answered in books. • Big Books should be used to capture moments of spirituality and include a creative mix of activities relating to RE and the rest of the curriculum 	<p>Collective Worship</p> <p>At St Michael at Bowes, we believe that our vision underpins everything we do and as such we strive for our children to 'build on firm foundations' in order for them to lead successful lives. Collective worship is an important and valued part of each school day. Acts of worship are Christian in nature with an opportunity for reflection on a variety of aspects of life for all children.</p> <p>Our objectives for worship are:</p> <ul style="list-style-type: none"> • To have a Collective Worship each day for approximately 20 minutes. • All participants to show respect and reverence for the place of worship through conduct, reflection and celebration of shared Christian values. • To have opportunities to pray each day at the conclusion of assembly. • For each time of assembly to offer an opportunity for reflection for all pupils. • For assembly to offer opportunity for pupils to participate. • As a school we emphasise the personal growth of the individual and encourage active participation in promoting the shared values and ethos of our school community and we expect the whole school to be present for Collective Worship. • Encourage inclusivity and celebrate diversity
<p>Places of Worship</p> <p>Each year group is required to arrange at least one visit to a place of worship representing the major faiths present in the school. It is recommended that visits match the other faiths focus of the year group. This may be a visit to a place of worship, an exhibition or museum. These visits are part of the Curriculum and it is the school's expectation that they are attended by all children in the class. Each year group should also visit one of our partner churches at least once a year.</p>	

