



## SUBJECT ON A PAGE FOR RE

### **Why you teach it – your purpose of study.**

Religious Education is an essential element in the broad and balanced curriculum we aim to provide at Belmont Community Primary School.

Through our RE curriculum, we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes. The principle aim of RE is to **engage** pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

The aims of religious education are to produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief.

### **INTENT – what you teach – your curriculum design.**

Religious Education at Belmont Community Primary School contributes dynamically to children's education, provoking challenging questions about human life, beliefs, communities, and ideas. We do this through the specific aspects of Theology (believing), Philosophy (thinking) and Human Science (living). We develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views and consider how the beliefs of others impact on their lives and the lives of others.

We reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain. We provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious) and provide a safe space for discussion. We present religious belief as a real, lived phenomenon, not something exotic or belonging to the past and provide opportunities for personal reflection and spiritual development. We also help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others by giving them opportunities that are appropriate and tailored to meet individual learning needs.

### **IMPLEMENTATION – How you teach it – your delivery of the curriculum.**

At Belmont Community Primary School, we plan our RE based on the Lincolnshire agreed syllabus. The long- and medium-term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years. Retrieval practice is a large part of our curriculum, and the use of Knowledge Organisers gives pupils the essential 'content' or core knowledge that they need in advance of each topic they study.

All classes teach RE using three weekly learning journeys per year with the school focusing on Islam and Christianity in Foundation/Key Stage 1, and Judaism, Buddhism, Sikhism, Hinduism, Christianity, and the Muslim faith in Key Stage 2. The units are designed so that pupils develop knowledge and understanding of the principal religions in Great Britain and Christianity is taught as a core religion in both key stages. Our RE curriculum allows children to see the similarities within the major religions and make connections.

Each year group will look at festivals in a variety of religions. Teaching is enriched with trips to places of worship or visits from people from religious communities.

In the foundation stage, RE is linked to the Early Learning Goals and provides children the opportunity to explore the world of religion in terms of special people, books, times, places, and objects.

Importantly, throughout our lessons and daily school life we endeavor to develop the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

### **IMPACT – so what – your evaluations of above**

The children at Belmont Community Primary enjoy learning about other religions and why people choose or choose not to follow a religion. Through their R.E. learning, the children can make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. Our children are confident to share their own beliefs with others and they understand and appreciate differences between themselves and the children around them.

The cross-curricular writing opportunities provided allow students to demonstrate the depth of their knowledge, giving them an opportunity to develop and express their own beliefs and providing an insight into this. Students can articulate what they have learned when prompted by their work, which shows the extent to which our pupils demonstrate welcoming, clear communication and respect for pupils with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be.

### **How do we support SEND children in RE?**

At Belmont we believe that all learners should initially access the quality first teaching and be immersed in mixed ability class & group discussions & debates during RE lessons.

#### **Strategies used to support our SEND learners include:**

- All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach
- A pre-teach of topic specific vocabulary, including a recap of prior vocabulary.
- More time allocated to processing information or ideas broken down into manageable chunks.
- Multi-sensory approaches when possible eg large images, visual aids & physical equipment.
- Alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, voice recording. Scaffold writing by using sentence stems, word banks and ICT.
- A reader to support when researching in RE.
- Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning goal.
- Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult.
- Adults will face the child when talking.
- Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given