

Why we teach RE at Coton Green Primary

RE Intent

Our vision is to develop a diverse understanding of faith and religion. We hope to provoke challenging questions regarding the meaning and purpose of life thus enabling pupils to build upon their own sense of belonging and identity. It teaches pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice. It encourages empathy, generosity and compassion. With the British Values interwoven throughout the planning, our RE curriculum will help them to flourish in their community as global citizens.

Our RE curriculum has been designed around 3 key principles:

1. Exploring – gaining a variety of knowledge about different religions and beliefs, both in Britain and across the world.
2. Engaging - considering a range of open-ended questions and developing their own opinion, sense of identity and values.
3. Reflecting – looking back on what they have learned about other people’s beliefs, values and experiences, as well as considering the social, spiritual and emotional skills they have developed which will equip them for living in a religiously plural and open society.

The role of Religious Education in schools is to help prepare and equip all pupils for life and citizenship in today’s diverse and plural Britain, through fostering in each pupil an increasing level of religious literacy. A religiously literate person would have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint they would also be open to engaging with the views of others in a plural world. **(Taken from the Staffordshire Agreed Syllabus.)**

Key features of our curriculum:

Key Stage 1	
Y1/2 2021-2022	Y1/2 2022-2023
1.6c Caring for the natural world British Values: Mutual respect	1.6b Caring British Values: Mutual respect & Tolerance
1.3c Valuing new life British Values: Individual Liberty	1.4c Belonging British Values: Individual Liberty
1.3b Worship and ceremonies British Values: Mutual respect & Tolerance	1.2b Celebrations British Values: Mutual respect & Tolerance
1.2c Belonging to a group British Values: Individual Liberty	1.5b Families British Values: Individual Liberty
1.5c Storytelling through sacred writings British Values: Mutual respect & Tolerance	1.1a Answers British Values: Mutual respect & Tolerance
1.6a Showing kindness and goodness British Values: Mutual respect	1.2a Worship British Values: Mutual respect & Tolerance

Key Stage 2			
Y3/4 2021-2022	Y3/4 2022-2023	Y5/6 2021-2022	Y5/6 2022-2023

2.6a Exploring living by rules British Values: Mutual respect & Rule of Law	2.6d Environment: Harvest & Protecting the planet British Values: Individual Liberty	2.5a The importance of hope & Faith in Wartime British Values: Individual Liberty & Mutual respect	2.1b Sacred writings: Hinduism British Values: Mutual respect & Tolerance
2.2a Religion in the home Christmas & Stonehenge British Values: Individual Liberty & Mutual respect	2.4d Landmarks in life British Values: Mutual respect & Tolerance	2.3b Words of wisdom British Values: Mutual respect & Tolerance	2.3a Peace British Values: Mutual respect & Rule of Law
2.3c Symbols of worship & Egyptian Gods British Values: Individual Liberty, Mutual respect & Tolerance	2.6c Commitment: Lent & Roman beliefs British Values: Mutual respect & Tolerance	2.4b Taking part British Values: Mutual respect & Tolerance	2.4a Religious diversity: happiness British Values: Mutual respect & Tolerance
2.2c Sharing special food British Values: Mutual respect & Tolerance	2.4c Study of a chosen religion & Viking beliefs British Values: Individual Liberty & Mutual respect	2.5d Belief in action British Values: Individual Liberty & Mutual Respect	2.5b Easter: suffering and hardship British Values: Individual Liberty & Mutual respect
2.1d The beginning of the World & Ancient Greek Gods British Values: Mutual respect & Tolerance	2.3d Thinking about God British Values: Individual Liberty & Mutual respect	2.6b Commitment British Values: Individual Liberty & Mutual Respect	2.1a Wise words British Values: Individual Liberty & Mutual respect
2.1c Religious Leaders British Values: Mutual respect & Rule of Law	2.2b Features and patterns of worship British Values: Mutual respect & Tolerance	2.5c Justice: rich and poor British Values: Mutual respect & Rule of Law	2.2d Values and beliefs British Values: Individual Liberty & Mutual respect

EYFS

Within 'Understanding the world', there is an Early Learning Goal entitled 'People, Culture & Communities.

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps. (Taken from the EYFS Profile 2021.)

Themes include: Harvest, Celebrations (Diwali), Christmas, Chinese New Year and Easter.

How well are pupil's learning?

Assessment:

Formative assessment through question and answer is used in every lesson to inform next steps in learning and ensuring gaps are closed and foundations are secure to ensure new learning can successfully take place. Retrieval practice is in the process of being developed in RE.

Monitoring:

Monitoring is undertaken by the subject lead, as well as members of the senior leadership team. It can be made up of one or a combination of: pupil conversations, professional discussions with staff, and learning



walks (all of which would involve looking through evidence of learning in books and the RE evidence files on the Staff Area). Leaders monitor the quality of teaching, providing feedback to ensure that teachers are providing high quality RE lessons. Feedback is then given promptly with the intent of developing practice, followed by a discussion if clarification is needed or to plan CPD that would be beneficial.

Moderation:

Teaching has been moderated by comparing books and children's work. This has informed subject leaders about potential areas for development within the teaching of RE. In terms of moderating attainment within RE, both assessment and moderation are very much in developmental stages. It is a priority of the subject lead to liaise with other leaders in ATLP schools.

How are teachers supported to deliver the curriculum?

The long and medium term plans have been developed by the curriculum lead supported by the Staffordshire Agreed Syllabus. There are resources available for staff to draw upon created by the subject lead that have been made using their understanding of the syllabus and link to the wider curriculum where possible. Where needed, planning support is given by the subject lead.

Subject Leader: Miss E Dowsett