

Clarice Cliff Guide to RE

Intent - The Why

At Co-op Academy Clarice Cliff, the principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Implementation – The How (**including how/when we assess*)

What we use to support our curriculum delivery?

Our RE sessions are taught weekly by every class, as part of the 'Natre' scheme of work.

The RE planning covers a range of faiths and non faiths currently followed in the UK. The range and depth of the curriculum allows children to gain knowledge of sacred texts, artefacts, ceremonies and festivals of Judaism, Christianity, Islam, Hinduism and other world views.

The RE curriculum supports the delivery of excellence in R.E. and responds to national calls for developing pupils' 'religious literacy'. It does this by studying one religion at a time (systematic units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

The curriculum sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions on religion and belief.

The teaching and learning approach has three core concepts, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE outlined previously. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our school. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit whilst also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.

Daily

Collective Worship is accessed by all children daily throughout the week. This takes the form of whole school assemblies, classroom worship and song practice.

Weekly

RE is taught every week.

- Weekly whole class lessons.
- Think back questions at the start of lessons, to retrieve key knowledge and engage long term memory, from last term, and the previous week's lesson.
- Opportunities for vocabulary revision and extension
- Lesson follow the same format throughout the school.
- Children will use RE artefacts or religious text to extrapolate meaning.

Half termly/Termly

All classes from Y1 to Y6 follow the carefully planned scheme of work which follows the NATRE half term plans. The planning allows for pupils to build on their knowledge of faiths and concepts. At the end of the year, all pupils are given opportunities to apply their learning through thematic studies. This involves children comparing faiths they have learned and developing their own spiritual awareness.

Assessment for Learning

Lessons begin with recall of previous week, term and year's learning. In RE lessons, teachers use a range of Rosenshine principles, particularly questioning, cold-calling, think pair share and presenting learning in small steps.

Evidence in the RE books is monitored by the RE lead for a variety of pupil representation, including SEND, EAL and Pupil Premium. Pupil discussions also form a part of this cycle of assessment monitoring on a termly basis.

What this looks like in Early Years

Throughout the Nursery and Reception classes, children are given many opportunities to develop their own sense of identity, knowledge and spirituality as all faiths are learned about and celebrated. The curriculum follows ideas from the NATRE scheme and the agreed syllabus for Stoke on Trent. Children learn about different religions through festivals that are celebrated within these religions from around the world, for example Christmas, Easter, Chinese New Year, Holi Eid, Diwali – these may change or be added to depending on the children in EYFS, as we try to celebrate the festivals that the children in the class will celebrate at home.

- Children listen to stories for a range of religions and look at what we can learn from each story.
- They look at what makes us the same and different to others.
- They learn about different feelings and talk about how they are feeling, how others are feeling and what we can do to make others feel good.
- Children develop compassion for others through a caring and supportive environment.
- Deeper learning focus lessons also include links with RE (through UW) and some tasks will be adult-led to support developments of particular skills.

Where will you see and find evidence of our learning?

You will find evidence in the RE books, Collective Worship and pupil discussion.

What is our approach to SEND and Greater Depth?

SEND

Our provision for pupils with SEND in primary RE involves adapting the implementation of the curriculum and classroom environment to ensure equal access and engagement for all, using a range of strategies such as visual aids, repetition of key words and concepts, multi-sensory activities and adaptive teaching strategies. Using the provision mapped out below, our RE teaching ensures pupils with SEND access the same high quality, ambitious curriculum as their peers. Effective scaffolds and adaptations enable all children to access the rich challenges and deeper thinking opportunities sequenced within the curriculum offer.

Subject challenges for SEND	Provision for SEND
The ability to explain a	Use stem sentences to provide subject specific language in a

religious concept/provide reasoning to explain a thought or opinion.	particular format – this will enable children to accurately communicate their thoughts and opinions.
The ability to recall basic religious information e.g. the 5 pillars of Islam or the Creation story	Planned retrieval questions at the start of every lesson and the use of 're-caps' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.
Reading/studying of religious texts/religious artefacts.	Use shorter texts which are comprised of less complex, phonetically decodable sentences that can be dual coded. Share information in different ways e.g. art, animations/videos of the key religious stories rather than a written text. Allow children to explore physical artefacts where possible.
Understanding of subject specific vocabulary.	Subject specific vocabulary and definitions are covered at the beginning of every lesson. The core vocabulary is repeated prior to every lesson. Dual coded word banks used to demonstrate the meaning of a word in a religious context.
Expressing themselves and sharing their thoughts and opinions orally.	Use stem sentences to provide subject specific language in a particular format, enabling children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/iPads/ drawing to allow children the option of sharing thoughts and opinions in an alternative way. Allow children processing time when asking them a direct question - stop and jot to pose a question and pause for thinking time, write down ideas then share.
EAL pupils may find it difficult to access resources/learning.	Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Dual coded word banks and resources to support understanding.

Greater Depth

Achieving greater depth in RE involves developing high-level thinking skills, applying pupils knowledge creatively and in new ways, critical thinking around different theories and beliefs and making connections between different topics studied in our curriculum (e.g. linking Islam to Ancient Baghdad in history and the Anglo-Saxon conversion to Christianity in history.)

Impact – The So What

By the end of their R.E learning journey, teaching should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities. R.E. should develop an aptitude for dialogue so that pupils can participate positively in our society, with its diverse religions and beliefs. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences whilst respecting the right of others to differ.

If you were to walk into RE lessons at Co-op Academy Clarice Cliff, you would see:

- Continuity of learning between year groups – each class will be exploring a faith or world view using the same lesson structure, language is built upon and previous lessons referred to.
- Opportunities for spirituality and developing their own beliefs – every lesson allows children to discuss their own faith as they learn about others. Children are able to talk knowledgeably about their faith and other faiths using the correct vocabulary

Cultural Capital and Enrichment

Through RE lessons and Collective worship children are given

Trips

British values

CW wide and varied supports some learning