

### Intent

At LFADM, we aim 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. Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. 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. **WE have designed our R.E curriculum to enable children to develop the following essential characteristics:**

- ✓ Recognise six major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.
- ✓ Name, recognise and explain of religious symbols
- ✓ Recognise religious artefacts, including those in cultural and religious use.
- ✓ Explore a range of religious stories and religious texts and talk about their meaning
- ✓ Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- ✓ Recognise how belonging to a religion is important to people and the impact it has on their lives
- ✓ Explore how religious beliefs and ideas are expressed
- ✓ Begin to establish a religious vocabulary and suggests meanings for religious symbols
- ✓ A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of R.E topics;
- ✓ A developing sense of curiosity about the past and how and why people interpret the past in different ways.

### The R.E curriculum

We use Cornerstones Maestro and the National Curriculum as the basis in sequencing key concepts and knowledge; a detailed overview of each project is highlighted in the R.E subject narrative section. We have linked our LA syllabus to our bespoke curriculum wherever possible.

We follow a two year mixed age curriculum and the R.E overview highlights which R.E projects and content are taught when. This has been mapped out alongside curriculum experts at Cornerstones linked to the major religious festivals

### Focus actions for 2021/2022

- ✓ Ensure there is correct coverage and breadth across all year groups of R.E being taught by using the City Agreed Curriculum and Cornerstone Maestro guidance as support.
- ✓ Ensure each Phase is able to evidence a minimum of 4 lessons per half term.
- ✓ Ensure curriculum planning is fit for purpose and has all the necessary active ingredients to cater for needs of all learners.
- ✓ To implement a fit for purpose QA cycle to monitor the quality of LFADM's R.E curriculum.
- ✓ Evaluate and enhance available resources

### Implementation

Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject, however the Guidance released in 2010 views it as an important curriculum subject. It is the intent of LFADM that Religious Education promotes an enquiry-based approach through the implementation of the memorable experience, which covers the Derbyshire city Agreed Syllabus for RE from Key Stage One and Two and can be used to contribute to the learning experiences of the early learning goals within the Foundation Stage. Within our sequence of learning there are opportunities to embed key knowledge through our 'Develop' section of the curriculum and then there are opportunities to assess what the children have remembered and applied through our "Innovate" and "Express" sections of the sequence of learning.

#### **Experiences and enrichment opportunities at LFADM:**

- ✓ handling artefacts
- ✓ exploring sacred texts
- ✓ using imaginative play or drama to express feelings and ideas
- ✓ responding to images, games, stories, art, music and dance
- ✓ meeting visitors from local religious communities
- ✓ making visits to religious places of worship where possible, and where not, making use of videos and the internet
- ✓ taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- ✓ participating in moments of quiet reflection
- ✓ participating in Open the Book assemblies
- ✓ using ICT to further explore religion and belief globally
- ✓ comparing religions and worldviews through discussion

- ✓ debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

**What does our planning include?**

- ✓ Progression of knowledge and skills.
- ✓ Do Now and retrieval.
- ✓ Lesson sequence - how this lesson fits into the bigger picture of the project.
- ✓ Knowledge organisers.
- ✓ Learning objectives
- ✓ Active learning opportunities

**What approaches to T&L do we use?**

- ✓ Quizzes
- ✓ Retrieval opportunities at the beginning of each lesson
- ✓ Partner/group talk during whole class teaching.
- ✓ Each topic sequence begins with a memorable experience
- ✓ High-quality visits/visitors

**How do we provide feedback for our children?**

- ✓ Live marking is a strategy used by teachers and LSAs.
- ✓ Verbal feedback and written marking in books to recap key learning point or extend learning.
- ✓ Opportunities for self and peer assessment.
- ✓ End of project quizzes to check hat children have remembered.

**Key resources in school**

NC documents, Cornerstones Maestro platform, progression of skills outline, a developing bank of resources for each R.E topic.

**Adapted approaches to learning**

Teachers have a range of strategies to use for individual children, for example: templates, word banks, guided activities, grouping of children, use of ICT

**How do we evaluate the impact of T&L?**

- ✓ A reflection on standards achieved against the planned outcomes
- ✓ Triangulation of planning, books/displays, discussions with staff and pupil voice to identify standards, strengths and areas for improvement
- ✓ Evaluation of content being covered for the next time this is taught