What RE looks like at Much Birch/St Mary's Credenhill C of E Primary School

At Much Birch and St Mary's C of E Primary School the curriculum is designed to: recognise children's prior learning, build their knowledge through first hand learning experiences, allow the children to develop interpersonal skills and build the skills of resilience and perseverance in order to become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by teaching the basic skills, knowledge, concepts and values underpinned by Christian Values, encouraging, wisdom, respect, tolerance dignity and hope.

We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and an enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions that connect the children to members and events in our community.

Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make the right choices as informed and global citizens who have the aspiration to become lifelong learners.

Curriculum Intent	

This is our philosophy:

To help children grow and develop into religiously educated young people.

To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.

To enable pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule

This is the knowledge and understanding gained at each stage:

1) Make sense of a range of religious and non-religious beliefs, so that they can: identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
2) Explain how and why these beliefs are understood in different ways, by individuals and within communities.
3) Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.
4) Understand the impact and significance of religious and nonreligious beliefs, so that they can:
5) Examine and explain how and why people express their beliefs in diverse ways.

	6) Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world 7) Appreciate and appraise the significance of different ways of life and ways of expressing meaning. 8) Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: 9) Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses 10) Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response. 11) Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with responses and personal reflections with increasing clarity and understanding. We follow the agreed local syllabus for RE.
Curriculum implementation	**<u>This is how it works:</u>** **Curriculum Implementation** Lessons are planned from the Herefordshire Agreed Syllabus for RE and Understanding Christianity programme of units.

	Topics are taught each half term using clear programmes of study, linking core knowledge, skills and assessment. Children are assessed after each unit against objectives. Discrete RE lessons or links with subject areas across the school. We celebrate the key festivals of Easter, Harvest and Christmas Regular book scrutiny and learning walks. **This is what adults do:** We conduct earning walks to see the quality of RE being taught Information gathering - pupil perceptions, we like to know if we what we do makes a difference. We conduct book scrutinies and talk to the children about what they have learnt. We work with RE professionals in the county We plan exciting progressive lessons which build on prior knowledge Create a learning environment that stimulates children's interest using religious artefacts, books, photographs and other sources.

	During Covid we have ensured virtual visits to temples / places of worship. Whole school professional development. The incumbents in both schools, minister to the community and during Covid have done this virtually. **This is how we challenge:** Work may be differentiated to provide further challenge and extension. We use Blooms Taxonomy to encourage the children to think at a deeper level. Digging Deeper section in Understanding Christianity. **This is how we ensure access for all children** Providing visual/practical resources to support understanding Use of a range of digital resources/videos to reinforce understanding High quality communication with other staff working with same pupils.

Curriculum Impact	**This is what you might typically see:** Happy and engaged learners Questioning from both pupils and teachers, using a range of enquiry skills such as investigation, interpretation and reflection. Paired/group work and children discussing, reflecting and sharing their learning. **This is how we know how well our pupils are doing:** Effective marking and feedback. Formative assessment though questioning throughout the lesson. Observations of lessons throughout the school. Photographic/video evidence which we display on the website and in a subject black book which is a celebration of RE throughout the school. Display work within classes and around school. Assessment completed at the end of each half term. **This is the impact of our teaching:** Children who enjoy RE lessons. Inquisitive children who are not afraid to ask questions which lead to whole class discussions. Children who have positive attitudes towards other people who hold religious beliefs different from their own.

	Children being able to transfer skills taught in RE across the curriculum. Children who are not afraid of the bigger questions. Children who have a great inner moral compass.