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### **Intent:**

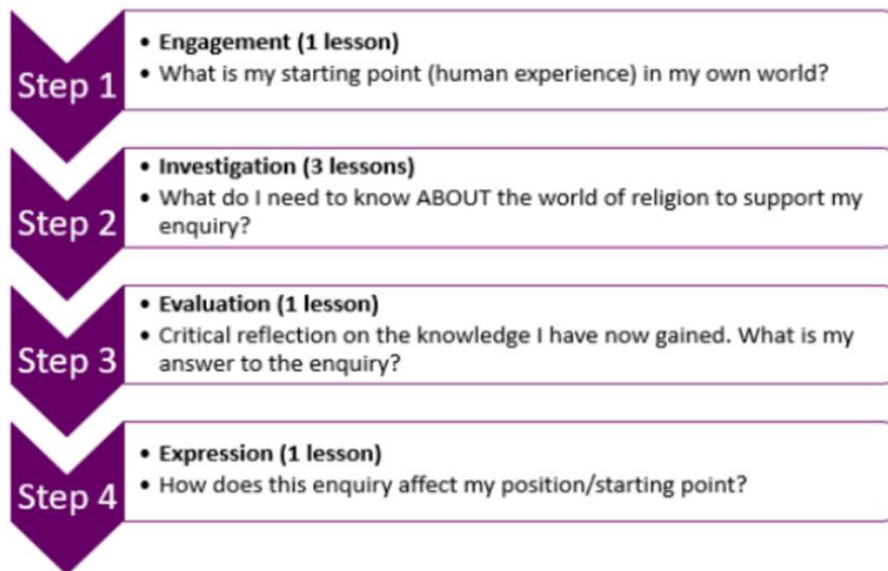
RE is an integral part of the curriculum at Castle Batch Primary Academy. Learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain. We believe that RE makes a valuable contribution to pupils' personal development and to their understanding of the wider world. Our belief is that, using an enquiry-based model as supplied by Discovery RE, children will become critical thinkers and able to identify, investigate and respond to a variety of issues and religious questions. Their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach enables children to make their own choices and decisions concerning religion and belief.

### **Implementation:**

At Castle Batch Primary Academy, we follow the Discovery RE scheme of work, as recommended by the local authority, which allows our children to explore, engage and reflect on principal religions and their practices.

Lessons take an enquiry-based approach to teaching and learning through key questions. Each key question for enquiry is such that it requires an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself.

Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development. We have the philosophy that children are free to make their own choices and decisions concerning religion and belief. It is our aim to ensure we inform and develop the skills with which evaluation can take place.



### **Planning**

The recommended Discovery RE model for Key Stages 1 and 2, of studying Christianity plus one other religion in each year group, means both religions have multiple enquiries (or 6-week units) per year. This ensures that children revisit prior learning for both religions throughout the year to build on the previous enquiries, and Christmas and Easter enquiries are built on year-on-year throughout the child's journey through Castle Batch Primary Academy.

The children at Castle Batch Primary Academy, start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills.

In addition to this, the medium-term nature of the Discovery RE planning allows us the freedom to plan with detail and attention to our individual children. Learners can be scaffolded, and any individual needs can be supported where necessary. Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further.

At Castle Batch Academy, we encourage teachers to include memorable activities such as visitors or visits to places of worship and having access to rich and varied resources which can support teachers with gaining the most learning from these visits.

### **Impact:**

Our belief is that, using an enquiry-based model, children's critical thinking skills will be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

Our children will have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about well-being, moral and cultural development for the society in which they live.

Our RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves.

Our children will have a deep understanding of the main religions of the world, their community, and their future. They will understand the relevance of RE in today's modern world and how it affects our lives.

Our Religious Education Curriculum is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- Lesson observations/check ins
- Year group book scrutiny and if appropriate, individual books.
- Planning examples and assessment exemplars used from the Discovery RE Scheme
- Medium-term planning reflected within year group planning.
- Pupil conferencing - talking to the children and listening to them about their learning and understanding of RE.
- Talking to teachers – are they teaching all areas of the intended curriculum?
- Teacher training and support and continued links with additional expertise within TPLT.
- Teachers will plan to use the Curriculum Overviews and RE resources ‘taken from the Discovery RE Scheme as a scaffold to ensure the progression of skills is followed.
- Teachers will assess children’s learning using the CBPSA RE assessment grids to ensure there are excellent outcomes and so our previously higher or lower attaining children are supported and challenged.
- Opportunities for children to engage in ‘extracurricular’ activities, and trips to places of worship to enhance learning experiences.

#### HOW WILL WE KNOW RE IS TAUGHT EFFECTIVELY?

- Pupil conferencing- can children talk about their own RE skills/knowledge and the importance of understanding religion?
- Children are engaged and motivated during lessons.
- During RE lessons, across the school, children respond positively to their learning.
- Using cross curricular planning opportunities and different resources, pupils will experience a wide range of activities and have the opportunity to have high quality learning.
- The variety of teaching approaches will ensure that all children develop confidence, tolerance and a better understanding of themselves and others.
- Children will be able to celebrate the diversity of the school community including their beliefs, traditions, culture, language and history.

#### WHAT WILL EXCELLENCE LOOK LIKE IN RE?

- Teachers know the intent of RE– why we are teaching and what we are teaching.
- Planning will show progression of skills being taught.
- Children will speak confidently and enthusiastically about the subject.
- Children and adults will have an enthusiasm for the subject and look for cross curricular opportunities to use the skills learnt.
- Children can explain the benefits of having a good understanding of the different religions, beliefs, values and traditions, with opportunities to explore.