



South Hill Primary School – Religious Education overview

School vision

All pupils at South Hill flourish through a nurturing environment, which builds confidence and resilience and a lifelong love of learning

Religious Education vision

To develop knowledge of religion and worldviews by asking ‘big questions.’

To respect the similarities and differences between people and their cultures.

To have the confidence to develop their own sense of identity, belonging and worldview.

Intent	Implementation	Impact																
<p>At South Hill, we use the ‘Discovery RE’ Scheme for our progression of skills and knowledge across the school.</p> <p>Our intent is to deliver a Religious Education and Worldview curriculum:</p> <ul style="list-style-type: none"> • To foster equality for all, including those with a religious/nonreligious background • To meet the needs of all pupils, with diverse experiences, including those with SEND • To promote the spiritual, moral and cultural development of pupils at the school • To provide learning experiences that help children understand religious values and worldviews in order for them to develop their own worldview. • To develop links with the wider religious community <p>The sequence for our Religious Education topics, showing our progression of skills and knowledge throughout the school, are mapped out in our:</p> <ul style="list-style-type: none"> • Religious Education long term plan • Religious Education action plan • Religious Education Subject policy <p>Through our teaching of Religious Education, we want all of our children to investigate:</p> <ul style="list-style-type: none"> • The beliefs and practices of religious and non religious world views • How religious and non religious world views address questions of meaning, purpose and value • How religious and non religious world views influence morality, identity and diversity 	<p>In the EYFS, the building blocks to Religious Education are taught through ‘Understanding the world’ and ‘Personal Social, and Emotional Development.’</p> <p>In KS1 and KS2, pupils are taught:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Investigate the beliefs and practices of religions and other world views</th> <th>Investigate how religions and other world views address questions of meaning, purpose and value</th> <th>Investigate how religions and other world views influence morality, identity and diversity</th> </tr> </thead> <tbody> <tr> <td>End of KS1</td> <td>Retell, recognise and find meanings</td> <td>Explore and respond sensitively</td> <td>Begin to express ideas and opinions</td> </tr> <tr> <td>End of lower KS2</td> <td>Describe, discover more and respond thoughtfully</td> <td>Observe and suggest reasons</td> <td>Suggest reasons and respond thoughtfully</td> </tr> <tr> <td>End of KS2</td> <td>Reflect and make connections between different ideas</td> <td>Consider, compare and contrast</td> <td>Offer ideas and clear responses</td> </tr> </tbody> </table> <p><u>Teaching and learning sequence for Religious Education</u></p> <p>Inspire/ Cultural capital</p> <ul style="list-style-type: none"> • Hook/ inspiration lesson to immerse the children in their new topic or to end a topic and to promote a love of learning and love of Religious Education itself • Whole school assemblies – lead by outside agencies/RE lead <p>Clear learning journey</p> <ul style="list-style-type: none"> • A clear learning journey, from EYFS to Year 6, where skills and knowledge are built upon continually • Revisit specific areas of learning regularly to ensure children can make links between different topics covered and so they can commit this to their long term memory <p>Application</p> <ul style="list-style-type: none"> • Mastery curriculum where pupils deepen and develop their understanding • Pupils are able to use the skills and the topic related vocabulary to enable them to develop and deepen their understanding about the beliefs and practices of different religions and worldviews • Children acquire the skills to understand, present, analyse and communicate a range of information when participating in class based activities or when participating in educational visits. Through enquiry and discovery, discussion and debate children will have the opportunity to share their knowledge and understanding and personal worldview in a respectful and thoughtful manner <p>In every lesson, teachers will:</p> <ul style="list-style-type: none"> • Ensure lessons are accessible for all pupils • Promote British values • Use regular ‘Assessment for learning’ • Make use of excellent quality texts • Create a rich vocabulary environment 		Investigate the beliefs and practices of religions and other world views	Investigate how religions and other world views address questions of meaning, purpose and value	Investigate how religions and other world views influence morality, identity and diversity	End of KS1	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions	End of lower KS2	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully	End of KS2	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses	<p>Pupils will be assessed by teacher’s reviewing skills and knowledge taught from the Discovery RE scheme. This will be recorded termly using our ‘Foundation assessment tracker’</p> <p>Pupils will fulfil the requirements of the ‘Discovery RE’ curriculum. In doing so they will become knowledgeable, enquiring passionate, and engaged citizens, with their own worldview.</p> <p>The impact of the Religious Education curriculum will be evidenced through continuous and effective monitoring by the subject leader and SLT, through:</p> <ul style="list-style-type: none"> • Action plan • Learning walks • Pupil voice • Staff voice • Parent voice • Lesson studies • Book scrutiny • Staff CPD • Effective planning
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