

## 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 enhance knowledge of religious groups around the world. To develop a curiosity so that pupils investigate and ask questions about the world they live in. To respect the similarities and differences between people and their cultures. To have the confidence to develop their own sense of identity and belonging.

| <b>Intent</b>  | <b>Implementation</b>  | <b>Impact</b>  |   |  |   |                   |                                     |                                 |                                     |                         |  |                             |  |                   |  |                                |                                 |  |
|--|--|--|---|--|---|-------------------|-------------------------------------|---------------------------------|-------------------------------------|-------------------------|--|-----------------------------|--|-------------------|--|--------------------------------|---------------------------------|--|
| <p>At South Hill, we follow and 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 curriculum:</p> <ul style="list-style-type: none"> <li><b>To foster equality for all, including those with a religious/nonreligious background</b></li> <li><b>To meet the needs of all pupils, with diverse experiences, including those with SEND</b></li> <li><b>To promote the spiritual, moral, cultural development of pupils at the school</b></li> <li><b>To provide learning experiences that help children understand religious values</b></li> <li><b>To develop links with the wider religious community</b></li> </ul> <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"> <li><b>Religious Education long term plan</b></li> <li><b>Religious Education action plan</b></li> <li><b>Religious Education Subject policy</b></li> </ul> <p>Through our teaching of Religious Education, we want all of our children to investigate:</p> <ul style="list-style-type: none"> <li><b>The beliefs and practices of religions and other world views</b></li> <li><b>How religions and other world views address questions of meaning, purpose and value</b></li> <li><b>How religions and other world views influence morality, identity and diversity</b></li> </ul> | <p>In the EYFS, the building blocks to Religious Education are taught through ‘Understanding the world’ and ‘Personal Social and Emotional Development’.</p> <p><b>In KS1 and KS2, pupils are taught:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%;"><b>Investigate the beliefs and practices of religions and other world views</b></th> <th style="width: 30%;"><b>Investigate how religions and other world views address questions of meaning, purpose and value</b></th> <th style="width: 30%;"><b>Investigate how religions and other world views influence morality, identity and diversity</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>End of KS1</b></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 style="text-align: center;"><b>End of lower KS2</b></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 style="text-align: center;"><b>End of KS2</b></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><b><u>Teaching and learning sequence for Religious Education</u></b></p> <p><b>Inspire/ Cultural capital</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Whole school assemblies – lead by outside agencies/RE lead</li> </ul> <p><b>Clear learning journey</b></p> <ul style="list-style-type: none"> <li>A clear learning journey, from EYFS to Year 6, where skills and knowledge are built upon continually</li> <li>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</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>Mastery curriculum where pupils deepen and develop their understanding</li> <li>Pupils are able to use the skills and the topic related vocabulary taught to enable them to develop and deepen their understanding about the beliefs and practices of different world religions</li> <li>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 where children will have the opportunity to share their own knowledge and understanding in a respectful and thoughtful manner</li> </ul> <p>In every lesson, teachers will:</p> <ul style="list-style-type: none"> <li><b>Ensure lessons are accessible for all pupils</b></li> <li><b>Promote British values</b></li> <li><b>Use regular ‘Assessment for learning’</b></li> <li><b>Make use of excellent quality texts</b></li> <li><b>Create a rich vocabulary environment</b></li> </ul> |  | <b>Investigate the beliefs and practices of religions and other world views</b>                   | <b>Investigate how religions and other world views address questions of meaning, purpose and value</b> | <b>Investigate how religions and other world views influence morality, identity and diversity</b> | <b>End of KS1</b> | Retell, recognise and find meanings | Explore and respond sensitively | Begin to express ideas and opinions | <b>End of lower KS2</b> | Describe, discover more and respond thoughtfully | Observe and suggest reasons | Suggest reasons and respond thoughtfully | <b>End of KS2</b> | 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>Pupil’s will fulfil the requirements of the ‘Discovery RE’ curriculum and become competent in RE and are passionate and engaged citizens, whilst at South Hill.</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"> <li><b>Action plan</b></li> <li><b>Learning walks</b></li> <li><b>Pupil voice</b></li> <li><b>Staff voice</b></li> <li><b>Parent voice</b></li> <li><b>Lesson studies</b></li> <li><b>Book scrutiny</b></li> <li><b>Staff CPD</b></li> <li><b>Effective planning</b></li> </ul> |
|  | <b>Investigate the beliefs and practices of religions and other world views</b>  | <b>Investigate how religions and other world views address questions of meaning, purpose and value</b> | <b>Investigate how religions and other world views influence morality, identity and diversity</b> |  |   |                   |                                     |                                 |                                     |                         |  |                             |  |                   |  |                                |                                 |  |
| <b>End of KS1</b>  | Retell, recognise and find meanings  | Explore and respond sensitively  | Begin to express ideas and opinions   |  |   |                   |                                     |                                 |                                     |                         |  |                             |  |                   |  |                                |                                 |  |
| <b>End of lower KS2</b>  | Describe, discover more and respond thoughtfully   | Observe and suggest reasons  | Suggest reasons and respond thoughtfully  |  |   |                   |                                     |                                 |                                     |                         |  |                             |  |                   |  |                                |                                 |  |
| <b>End of KS2</b>  | Reflect and make connections between different ideas   | Consider, compare and contrast   | Offer ideas and clear responses   |  |   |                   |                                     |                                 |                                     |                         |  |                             |  |                   |  |                                |                                 |  |