

Mendlesham Primary School

RE



Intent

The Religious Education curriculum at Mendlesham aims to give children the knowledge, critical thinking skills, open minded and respectful attitude with which to investigate the world of religion and beliefs. It encourages them to make their own decisions about what this means to them, whilst empathising with what it means to hold those beliefs. It also aims to enable children to grow spiritually by developing their awareness and skills of reflection, their experience of awe and wonder and their appreciation of stillness and silence.

Our curriculum reflects the fact that religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of other religions represented, as well as a secular view. As a rural, predominantly white, British community, RE exposes our children to the range of different religious beliefs and philosophies and how these have helped to shape society. Spiritual, Moral, Social and Cultural (SMSC) and British Values agenda is mapped on all plans to instil children with a better and more holistic understanding of modern British values, such as diversity, tolerance and respect.

Implementation

Through the programme Discovery, the six principle world religions are taught: Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism. An enquiry-based approach teaches core beliefs and concepts by asking a 'big question'. Personal resonance engages children by encouraging them to reflect on their own experiences, which acts as bridge into the religion being studied. Investigations develop children's knowledge and understanding as they step into the world of religion and learn about it and the application of beliefs. Critical and evaluative thinking skills are developed before referring back to the starting point where children can express personal impact and opinions. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. These investigations take place every half term as an Immersive Day, so that children get a deep understanding of the religion being studied. Regular revisits occur throughout the term in the style of 'sticky knowledge quizzes'.

Impact

The impact of our enriched RE provision is the development of well-informed children with a strong sense of empathy and respect. We use a variety of different strategies to assess pupils understanding and robust formative assessment tracks progress each half term. These low stakes assessment methods allow children the opportunity to reflect on their learning and develop their understanding. Regular monitoring of books, planning and pupils' voice ensure the standard of religious education teaching remains consistently high.

Enrichment

Our enriched curriculum provides our children with a wealth of experience and opportunities, which complement and support the learning which takes place in class. Children take part in inspirational trips to places of worship, for example, the local church, as well as receive visits from religious leaders. This helps us to develop open mindedness, acceptance and respect.

Long term planning can be found on the whole school curriculum document.

<p>"WORKING AT" expectation.</p> <p>Most children are expected to reach these expectations.</p>	<p>GREEN DESCRIPTORS</p> <p>Personal resonance with or reflection on</p> <ul style="list-style-type: none"> The concept / belief underlying the subject matter of the enquiry Child's own thoughts, opinions, belief, empathy. 	<p>BLUE DESCRIPTORS</p> <p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>RED DESCRIPTORS</p> <p>Skills of evaluation and critical thinking in relation to the big enquiry question</p>
<p>End of Key Stage 1 (Year 2, Age 7, 'old' Level 2)</p>	<ul style="list-style-type: none"> I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts 	<p>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>
<p>End of LOWER key Stage 2 (Year 4, Age 9, 'old' Level 3)</p>	<ul style="list-style-type: none"> I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale. 	<p>I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>
<p>End of Key Stage 2 (Year 6, Age 11, 'old' Level 4)</p>	<ul style="list-style-type: none"> I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs I can express my own thoughts etc having reflected on them in relation to other people's. 	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.</p>