Religious Education



Intent

At Mapperley Plains Primary School we recognise that Religious Education is about developing a sense of identity, self-awareness and reflection, taking a worldview approach that increases awareness of the spiritual, moral, social and cultural dimensions of the curriculum.

We offer a RE curriculum which equips our children with key skills, knowledge and vocabulary motivated by our curriculum drivers:

- **Initiative -** We encourage our children to develop their independence, empowering them to act and be responsible for their own learning about which they can clearly state and explain their opinions through encouraging deep thinking, investigation, the asking of questions and the forming of opinions.
- **Inclusivity -** We pride ourselves on being an inclusive school that cares for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we value everyone. We want the children to recognise and celebrate diversity existing in our world, instilling pride in individuality.
- **Resilience -** We relentlessly focus on developing children who are resilient, who can adapt to and recover from tough or challenging situations. We encourage the children to try their best in all that they do.
- **Possibilities -** We encourage the children to build aspirations, identify talents and know possibilities for their future lives.

We ensure the curriculum is **Relevant and Memorable.** The unique needs of our children, along with our culture, climate and events shape our curriculum which is based on the Nottinghamshire agreed syllabus 2021-26. When planning lessons, we consider the following: 'Because our children...we…'

Our aim is to ensure that a theologian leaving Mapperley Plains will:

- Know and understand a range of religions and worldviews which will allow them to recognise the diversity which exists in our local community and wider society.
- Can express ideas and insights about the nature, significance and the impact of religions and worldviews as they develop their own personal views on a range of issues.
- Develop and use skills which will assist them to engage seriously with religions and worldviews.

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Implementation

As a school, we follow our Progression Map for Religious Education, devised from the Nottinghamshire Agreed Syllabus 2021-26. This ensures all aspects, knowledge and skills of RE are taught across all year groups.

We ensure our children leave us not only with the skills needed for the next part of their journey, but with a rich body of knowledge both **substantive** (the factual knowledge for each subject) and **disciplinary** knowledge (the action taken within a subject to gain knowledge e.g. asking questions, expressing ideas and applying their knowledge).

We have adopted a thematic approach to our curriculum. The particular 'theme' chosen is always relevant to the children and is designed to be exciting and engaging for that particular cohort. To prevent the creation of tenuous links, discrete subjects are taught where necessary.

The new Nottinghamshire RE Syllabus has been in use from September 2021. Each year we will cover several units of learning based upon Christianity, with each year group then looking to study further religions, beliefs and values through Judaism, Islam, Hinduism and World Views. The whole school focuses on the Christian celebration of Christmas and Easter at appropriate levels, using different aspects of study and a variety of lesson themes. During Cycle B the whole school focus on Eid and Diwali.

RE is taught in a variety of ways such as discrete lessons, theme days or a block of time ensuring we meet the national requirements; it is often developed further through linked cross-curricular themes and seasonal celebrations. Lessons are creatively taught so that pupils of all abilities can engage in the learning. We ensure that RE is taught in an open and unbiased way in order to help instil respect for different views, faiths and opinions. Lessons are creatively presented and children are encouraged to explore and express their thoughts through art, music and drama. RE lessons involve visits and visitors, discussion and debate, as well as videos and times for reflection.

We enjoy links with our local places of worship – Westdale Lane Baptist Church and St Mark's Church - where we welcome them in our school setting as well as the children visiting on school trips and holding events at the churches such as the community Christmas Tree Festival.

We start our themes with an exciting big question/ theme title to develop curiosity and help children to lead their own learning eg. 'Why do we celebrate?' (link to religious festivals) 'If I was an explorer where would I go?' (links to religious pilgrimages)

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Where appropriate, we use religious artefacts and memorable experiences to enhance learning. This might include visitors, workshops and visits to excite and intrigue our children to find out more about faith.



As part of each Geography, History and Science topic, a Knowledge Organiser which includes essential sticky knowledge, is shared with both children and families. This is displayed as part of the Learning Journey and is re-visited as part of regular retrieval opportunities across the year. Key vocabulary for each topic is displayed. The Knowledge Organiser is used frequently in lessons to support with the transference of knowledge from the working memory into the long term memory. Key knowledge is re-visited as part of regular retrieval opportunities throughout the theme, across the year and across year groups. Knowledge Organisers for Religious Education will be developed for use across school.

Developing the use of the correct vocabulary in RE is crucial and so key vocab will be identified and listed for each unit of learning. This will then be used to assess knowledge and enables pupils to express and communicate their understanding and knowledge clearly and effectively.

Ongoing formative assessment is used to ensure all lessons are relevant and supports with planning next steps. Children are given lots of opportunities to visit prior learning through low stake mini-quizzes and other revisit tasks which allow teachers to measure their level of understanding. End of year assessments state whether children are working towards, expected or exceeding age-related expectations.







Each Subject Leader is given dedicated non-contact time to use the triangulation model of monitoring to quality assure teaching and learning. Subject Leaders monitor the subject across the school through a range of monitoring activities which might include: learning walks, book scrutiny, discussions with pupils, resource audits etc. Subject feedback is shared with teachers and school leaders.

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Impact



Through the high quality teaching of RE, we will see:

Pupils at Mapperley Plains, are confident at sharing their knowledge and understanding, and expressing their thoughts and feelings linked to their RE learning. They are encouraged to develop their love of learning and religious literacy. This leads to a deeply rooted respect for the range of beliefs and cultures they study and a thirst for discovering more about the world around them. Pupils are also able to talk about their own journey of faith, belief or spiritualism and are confident in articulating their thoughts and opinions.
RE work is evaluated and monitored through teacher assessment and whole school moderation

- Children who are engaged and excited theologians, with a developed sense of empathy and respect for people with differing beliefs and world views
- Children who learn lessons from RE and understand that RE gives meaning to their lives today and can influence the decisions they make in their lives in the future
- Children who are theologians with relevant skills
- Children who can make links to prior learning and connections to other areas of the curriculum
- Children who are adding 'Sticky Knowledge' to their long-term memory and who are able to talk about the skills and knowledge they have acquired
- Children who will complete research independently to further their own enjoyment about the subject or topic
- A school environment that is RE rich through displays, resources, vocabulary etc.
- Assessments and monitoring that show high standards in RE

RE and SEND

For children with SEND, adaptations may be made in Religious Education which are based on the child's individual needs. We ensure that children with SEND are appropriately challenged in RE by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for children with SEND.
- Understanding that, for children with more complex SEND needs, it may be appropriate to have different curriculum expectations.