



We aim to provide opportunities for all children to learn and to achieve, regardless of gender, ethnicity or ability. The RE curriculum aims to promote pupils' spiritual, moral, social and cultural development and to prepare them for the opportunities, responsibilities and experiences of life. We aim to promote their self-esteem and emotional well-being and to help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and others. Through our teaching of RE, we aim to develop tolerance and respect for the different cultures and beliefs within our society, supporting British values.

Intent

What we expect the children to learn

- As children who are part of the community, Moorside learners will develop their skills in listening to each other's' points of view. They will also make connections to children within the Moorside family from different faith (and non-faith) groups. Primarily, children will build on their own skills of considering their personal belief system and values. From this, we aim to give children the opportunity to consider other beliefs and connect the differences and similarities to their own beliefs.
- As purpose-driven learners, children at our school will discover the thoughts and behaviours of communities (from a faith group, or not) and their beliefs and values. From this, global understanding of thoughts and behaviours of people will be encouraged.
- Resilience is a key skill at Moorside and this is an important strand in RE as children build their own resilience when faced with a situation that requires deeper thinking. When discussing ethics based on religious belief, children are encouraged to think deeply about what their feelings are and what would be the best way to live for themselves and the world in which they live. Children are also encouraged to consider what their role in the world is and how to live a sustainable life – a spiritual and emotional person as well as a physical one. There will also be challenges around questions of faith where children are encouraged to think deeply about their own belief systems around all the issues that are connected with life – ranging from birth, death and important life events. Over the course of their school life, children will inevitably be challenged when they encounter a completely different tradition to their own. Through the teaching of RE, children will be given the opportunity to learn about the similarities around shared human experience and then accept and tolerate differences. This is a key principle in the teaching of RE and children will learn that discrimination and prejudice will not be accepted in our school.
- Support in RE is important as children may encounter challenges to their own belief system and traditions. Teachers will use sound subject knowledge to assist and will also support and encourage children to think independently and talk through beliefs and thoughts. All children should feel safe to express opinions and should, as they progress through the school (and within each unit) be enabled to do this. Because of this, children will be more able to feel proud of their own thinking.
- Lancaster is a diverse community as is our school. Through RE, this can be celebrated through the 'experts in the room' of children who follow a faith. Children will be encouraged to develop a deep appreciation of their own beliefs as well as the peers around them and those of the community within which they live.

Implementation

How the subject will be taught

- Each unit of work begins with an enquiry-based approach as the children consider their Shared Human Experience. These initial questions enable children to consider the traditions and beliefs that are the foundations of their lives. This is then built upon as children learn about the Living Traditions and Beliefs and Values of one particular aspect of religion. Work is consistently edited as they gain in knowledge and understanding. Each unit of work concludes with a Search for Personal Meaning as the children relate what they have learnt to their own life and experience.
- Each teacher is provided with a curriculum plan so that it is possible to see an overview of the religious strands that are being taught and the thread of questions that run through each year group and the school as a whole. The Fields of Enquiry grid is used to teach each strand and the teachers plan from this. Subject knowledge is a key factor but, as religious studies is so vast and experiences differ, teachers should not be afraid to say, "I don't know" so that matters can be opened up for discussion. Teachers do not need to have a faith to teach RE and must always be aware of teaching about the religion and practices without prejudicing any particular belief system. It is important that teachers are objective when teaching whilst still allowing a lot of focus on thinking and considering what people think / believe and how this impacts on their behaviours and traditions.
- All children are encouraged to be active learners, engaging at a level that is appropriate to their age, ability and experience. Throughout their school life, children will be expected to gain confidence in sharing their own personal experiences and beliefs (in a variety of formats: group, class or in written form) They will respond to questions using their own thoughts, feelings and beliefs. As they move through the school, children will develop the ability to ask their own searching questions and discuss ideas. It is important to note, however, that searching questions can begin from Early Years and is a skill to be built upon rather than lead towards by the end of Year 6. Modelling of these types of questions will be evident from Early Years onwards.
- Enquiry forms the basis for all of the RE curriculum as all lessons are taught from the *Fields of Enquiry* grid. Each theme begins with a question that is the foundation for the enquiry focus for that unit of work. High level questioning is built upon throughout each unit as children consider their own shared experience with that of others. Each unit concludes with a search for personal meaning where the children consider what impact their own experience has had on their lives. The units allow for progression through year groups as the questioning becomes part of the sticky learning within RE. Because of this, the questions that children ask and consider will mature with them.
- Visits outside of school and visitors from people of faith will help to provide a range of experience for all of the children.
- Progression and sticky learning is implemented through the over-arching question that forms the basis for each year group. This is the key question that will be answered through looking at different religions within each unit.

Impact

What children know and remember (and how we know)

- At the beginning of each unit, the children will have a Shared Experience as a starting point. Formative assessment will be used throughout the unit as children respond to questions and edit their own work.
- Assessment from the Lancashire syllabus will be used to assess each child in the key areas.
- Evidence in RE books reflects an individual's learning – not a group – and is evidenced and responded to by children or an adult as appropriate. Photographs can be used as long as they are child-specific and link to KLIPs, with evidence of learning / feedback made explicit.
- By the end of Year 6, children should have a sound knowledge of the major religions, their festivals and show respect and understanding of these. They will be able to share an understanding of what it means to be human and live in a world guided by their own principles and beliefs. They will have learnt about being tolerant of other people's views, beliefs and practices. Children should be able to sensitively critique and compare religion with their own thoughts as well as reflect on their learning and be able to confidently articulate their views, opinions and questions whilst listening to others and being considerate of the views and beliefs of others.