



# St Martin's CE Curriculum policy: Religious Education

# Religious Education:

Knowing, expressing, gaining



## Curriculum Intent

Through Religious education we want our children to know, express and gain knowledge and understanding about different religions, beliefs, practices, and forms of expression, to provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.



## Curriculum Aims

**We want children to be able to:**

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand and clarify what religious education is and the importance and value of studying the subject
- Articulate clear and coherent accounts of their personal beliefs, ideas, values, and experiences while respecting the right of others to have different views, values, and ways of life
- Interpret and evaluate a range of evidence
- Study different religions and worldviews and reflect on the impact they have on contemporary life, locally, nationally, and globally



## Lesson structure

We want religious education to be an enjoyable experience. We believe that children learn best when there is a clear structure and purpose for the learning.

Religious education is taught using an enquiry approach. Each unit begins with an overarching question or problem to solve to hook and engage the children. There is also a clear unit outcome, providing a clear purpose for the learning.

Each lesson begins with a clear learning objective. Success criteria are expressed as 'I can' statements which the children can self-assess as the lesson and unit progresses.



## Planning and Resources

Each unit employs the same structure. Teachers begin by looking at the unit overview. This provides an at-a-glance overview of what will happen in the half termly unit. It offers practical advice regarding resourcing and teaching of the unit of work. It starts with the unit title and key enquiry question.

It is essential that teacher's read, digest, and fully understand how each lesson builds on the next so that children can develop their overall answer.



## Curriculum Implementation

We teach religious education as an explicit subject from Reception to Year 6 using a combination of Understanding Christianity and the Litchfield Diocesan Board of Education materials.

Children are taught six units over the year. Each unit has five to seven sessions.

All children work on the same core tasks but there are extension activities for those that grasp the concepts quickly.

In addition, children take an active role in daily worship.



## Assessment

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on children's discussions or through direct conversation with children to check their understanding and correct use of vocabulary.

Each unit is clearly evidenced with a title page which breaks down the 'I can' statements for each lesson. The 'I can' statements should be constantly referred to throughout the lesson.

By looking at which 'I can' statements the children have achieved, the children, teacher and subject leader can quickly determine who is working at age expectations and the knowledge, skills and concepts that require further attention.



## Inclusion

We teach religious education to all children, whatever their ability. Lessons are planned to meet the expectations of each year group, and the individual needs of the children. Those working towards expectations will work on tasks that are adapted to suit their needs. Questions posed within the sessions provide opportunities for all children to be able to contribute.



## Role of Subject Leader

- Ensure that the requirements of the Church of England Statement of Entitlement are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency
- Ensure regular and appropriate assessment of religious education takes place and have a clear overview of who is achieving age related expectations
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

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