







Challenge, Equality & Opportunity

Religious Education

Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
 <p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p>	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> 	 <p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p>	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> 
<i>What does this look like?</i>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics.</p> <p>Can build on previous learning.</p> <p>Can access new learning experiences.</p> <p>Value and enjoy success in the core subjects.</p> <p>Choose reading and use reading effectively.</p> <p>Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas.</p> <p>Explore concepts.</p> <p>Make links across the curriculum.</p> <p>Ask questions and are curious.</p> <p>Use initiative.</p> <p>Hypothesise and generate ideas</p> <p>Communicate learning.</p> <p>Direct own learning through range of skills.</p> <p>Can argue and use evidence.</p>	<p>Bounce back and try again.</p> <p>Try new things and take risks.</p> <p>Manage their own things, time and learning as appropriate.</p> <p>Engage with extra-curricular activities.</p> <p>Solve problems through perseverance.</p> <p>Work towards a goal.</p>	<p>Listen to others.</p> <p>Can work in a group and cooperate with others. Assess own success and learning.</p> <p>Take turns and are patient.</p> <p>Use manners and are polite in interactions with everyone.</p> <p>Can manage emotions and support others.</p> <p>Show respect.</p> <p>Are kind and begin to show compassion.</p> <p>Can follow the Golden Rules.</p> <p>Can express themselves.</p>

Religious Education Intent

We can build knowledge and skills

Provide a religious education curriculum that provides knowledge and an understanding of the beliefs and practices of the religions and worldviews which not only shape children's history and culture but which guide their own development.

Develop key skills in asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.

Develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

We are Creative

Recognise similarities and differences between the cultures and religions covered.

Appreciate connections and contrasts between the religions studied.

Learn to construct informed and sensitive responses that involve thoughtful selection and organisation of relevant information from a range of sources.

Immerse children with resources from a range of cultures and religions to ensure they have a broad and balanced view of the world.

We are Resilient

Ask questions and develop their own views and thinking.

Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards a society of diverse religions and beliefs.

The sharing of a different religious festival each half term continually promotes and celebrates difference and the value in each person as an individual, even if their belief is different to ours.

We are curious to learn about other religions and how people from different cultures see the world. We understand that everybody is different and that is one of the reasons why the world is such a special place.

We Understand Ourselves and Each Other

Develop an understanding of their own and other cultures through studying a range of different religions.

Pupils will access a high quality RE curriculum that promotes an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

Immerse the children with knowledge, visitors and resources from a range of cultures and religions to ensure they have a broad and balanced view of the world.

Recognise that some people have faith while others have no faith and understand that although we may believe different things, we are all able to get on and respect each other.

Encourage a reflective approach to the study of religious faith and experience so that children can use their learning to make meaning and sense of their own beliefs, values and life experience.

Religious Education Implementation

Religious Education is unique in the school curriculum in that it is neither core nor a foundation subject. Therefore, our school follows the Newcastle Standing Advisory Council for RE curriculum (SACRE). As children progress through the school, they learn to listen to and talk about stories. Use their imagination and curiosity to develop their appreciation of and wonder of the world in which they live. They develop basic subject-specific vocabulary. They raise questions and begin to express their own views in response to their learning and ideas. As their knowledge and understanding develops, they are encouraged to be curious and to ask increasingly challenging questions. Children learn to express their own ideas and responses, identifying relevant information, selecting examples and giving reasons to support their ideas and view.

At Havannah First School, we take great care to ensure our children learn to respect and understand people of all faiths and those of no religious belief. We firmly believe that by welcoming visitors to our school and taking children to places of worship not only brings the subject to life but also gives our children the opportunity to ask questions and see for themselves.

More information about the relationship between the curriculum and the school's plans can be found in the Long Term Plan for Religious Education.

Please find the Havannah First School RE curriculum in the following document.

Religious Education is taught as part of the continuous provision and as discrete lessons in Reception. In Key Stages 1 and 2, there are six units for each year group, each unit consists of 5 or 6 lessons which are usually taught discretely. It is taught weekly across six half terms, with an assembly in most half terms presented by a guest speaker who follows a religion that we cover at Havannah First School. We have built in flexibility to ensure that religious education is not 'squeezed' out of the busy curriculum.

Please see Long Term Plan for Religious Education for more information.

Religious Education is not usually planned to match other topics in the curriculum but the units can be adapted. Teachers meet with the RE lead to discuss this and ensure that any adaptations still include coverage of the agreed units.

A Typical Religious Education Lesson at Havannah First School

Each KS1 and 2 lesson typically follows the following format:

1. Fast recall (retrieval) of the previous lesson's content (knowledge and skills).
2. Setting an investigative question which will be the focus of the lesson, establishing that the question will be answered by completing the learning activities undertaken in the lesson.
3. Introduction to the religious element in the context of the question being investigated during this lesson. (This may involve use of video, sources of evidence, a presentation or other teacher-led input.)
4. Children practising and exploring as they apply and further develop their knowledge and skills in order to formulate an answer to the investigative question. (Again, this may involve the use of sources of evidence.)
5. Evaluation learning and formulation of an answer to the investigative question set at the beginning of the lesson.

Lesson structures can vary to suit the content and the objective.

Children will largely work within the classroom setting, with educational visits undertaken at least once in each year group to support the development of the children's knowledge. Examples of possible visits are included as part of the Long Term Plan.

Vocabulary is built upon and used in each lesson. Expectations of the vocabulary that is expected to be learned and used is also included as part of the Long Term Plan.

SOURCES OF SUPPORT, INFORMATION AND GUIDANCE FOR TEACHERS:

<https://www.servicestoschools.org.uk/Services/1605>

<http://www.bbc.co.uk/education/subjects/z7hs34j>

<http://www.reonline.org.uk/bbc-learning-zone-class-clips-praying-at-the-mosque/>

<https://request.org.uk/>

<http://www.dltk-bible.com/%5C/genesis/chapter15-cv.htm>

<http://biblehub.com/childrens/>

<http://www.topmarks.co.uk/Search.aspx?Subject=25>

<http://pof.reonline.org.uk/>