

We aim to enable our pupils to flourish through our provision.

Curriculum Intent:

- To develop articulate, resilient and empowered citizens who make a difference to others
- To provide a coherent and ambitious curriculum that leads to a greater depth of understanding for all
- To inspire pupils with purposeful and interconnected learning experiences

Religious Education

Intent

Religious Education at Preston Candover CE Primary seeks to introduce children and young people to what a religious way of looking at and existing in the world may offer in leading one's life, individually and collectively. It intends to play an educational part in the lives of children and young people as they come to speak, think and act in the world. This involves teachers bringing children and young people initially to think about their own experience and that of others, followed by engaging intellectually with material that is new, and finally to discern with others what is valuable with regard to living a religious life, or one informed by a non-religious or other perspective.

Our children will leave Preston Candover CE Primary with a secure awareness and acceptance of a range of beliefs and cultures, broadening their understanding of the world in which they live. When children leave Preston Candover CE Primary, we aim for them to have a more secure understanding of their own beliefs and to be able to share these in an appropriate manner.

The impact of our RE curriculum will be measured through pupil conferencing, work sampling and learning walks (see separate impact statement)

Implementation

As a Church of England school, our RE curriculum follows Living Difference IV (the agreed syllabus for Hampshire) alongside Understanding Christianity which is designed to give our pupils a greater depth of understanding into Christianity.

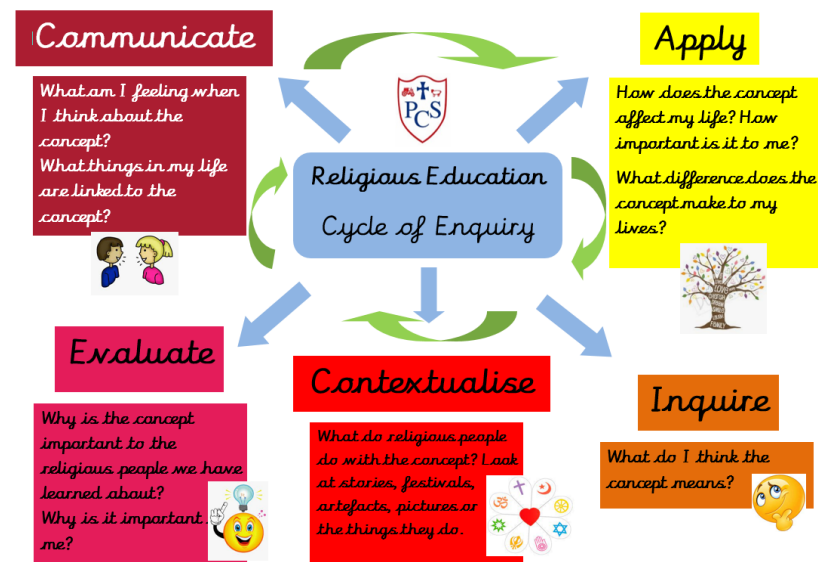
As a subject, RE is taught every week according to the time recommendations set out in the Living Difference IV.

KS1 36 hours per year KS2 45 hours per year

A long-term plan is in place with a two-year rolling programme as we have vertically grouped classes. Class teachers set out their medium term Religious Education planning using the five key steps of the process of enquiry.

- at the Communicate and Apply steps children explore their own, and others' experience in relation to theirs and begin to look more at others' responses in different situations, but those still familiar to them.
- at the Inquire and Contextualise steps children look at ideas that may be new to them recognising that there are many different ways of looking at things
- at the Evaluate step they discern value for others and themselves in a way dependent on the context of the enquiry.

The cycle of enquiry placemat can be found in children's books and is referred to regularly throughout the teaching of RE.



A selection of written resources, artefacts, trips and visitors are used to enhance the teaching of RE.

Religious Education for every child:

We seek to ensure that all pupils make good progress in their Religious Education learning. This is achieved in a variety of different ways.

RE lessons begin with a clear revisit and review of what has already been taught in the Enquiry cycle. This acts as an important opportunity for over-learning by those pupils who may require this to support their retention of knowledge. During RE lessons, we provide more scaffolded activities such as pictorial representations or word banks to support children who may find the learning more challenging. Key vocabulary is clear on classroom displays as an aid memoire and referred to throughout the teaching of RE. We ensure that careful task design focuses on the key RE learning and is always at an appropriate cognitive load for pupils. We ensure the teaching of RE does not disadvantage pupils with SEND by ensuring supportive resources are accessible around the classroom and used to provide concrete examples. Children have the opportunity to work with other children in RE to clarify their ideas further.

We make allowances for individual needs and use verbal responses as part of our assessment as required.

Assessment

Assessment is in place and devised from the Primary RE 'Making judgements about progress in RE'. It is clear, simple and informative in establishing the understanding and performance of each child within the conceptual steps. This assessment informs the present and following teacher of the child's understanding and ability within each step of the cycle and where strengths are, or areas for future foci. Assessment is planned into the activities in each topic and is not an add-on. One area of the enquiry cycle is assessed every-half term so by the end of the year, all 5 aspects of the cycle have been assessed (with contextualise being assessed twice during the year). Performance against the AREs is reported on in the child's annual report.

Updated October 2022