



## Rationale

At Neston, we are budding theologians and we want our children to enjoy religious education! We give our children opportunities to explore the wider world in which they live through our RE curriculum which has been carefully crafted so that our children develop their SMSC capital. We want the children at Neston to remember their RE lessons at school, to develop their critical thinking skills and to embrace the opportunities they are presented with.

## Intent

Our religious education curriculum promotes curiosity and a love and thirst for learning. We want our children to become 'skilled cultural navigators', learning about other cultures, respecting cultural diversity, cooperating with one another and appreciating what they have by developing a sense of identity and belonging. The children have recently been involved in a village celebration held at St. Philip and St. James church in Neston to celebrate the Queen's Platinum Jubilee. All of the children from Y1 to Y6 drew portraits of the Queen which were proudly displayed in the church. In addition, the children at Neston were invited to participate in the Great Big Green Week by making butterflies from recycled materials which were attached to a "Butterfly Wall" in the churchyard. RE plays an important role in promoting the Spiritual, Moral, Social and Cultural (SMSC) development of our children, which makes specific links to the promotion of British Values. At Neston, we want to equip and prepare our children for adult life, employment and life long learning. We are committed to putting religious education on the map here at Neston Primary.

## Implementation

At Neston, we follow the Wiltshire Agreed Syllabus for Religious Education following the Discovery RE scheme. Children explore the beliefs, teachings and practices of different religions of the world and their community using an enquiry-based approach to learning, with Christianity being taught every year. In order to develop learning in a progressive way, Christmas and Easter are given new treatment in every year group. Each enquiry poses a big question, empowering our students to think and question as well as to respect themselves and others as unique human beings. We ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. Deep questioning enhances critical thinking and evaluation skills, allowing our children to explore in a way that is meaningful to them.

Religious education subject specific characteristics, which we expect the children to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in RE and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils.

These characteristics are:

- A knowledge and a deep understanding across a wide range of religions and beliefs.
- Engagement in the exploration and consideration of challenging questions about the meaning and purpose of life, different beliefs and issues of right and wrong and what it means to be human.
- Developing skills of enquiry and response about religions and demonstrating an understanding of issues relating to the nature, truth and value of religion.
- An understanding of the beliefs, values, practices and ways of life within and between faiths and how faith and beliefs influence individuals, communities, societies and cultures.
- The development of critical thinking skills, responding to their learning in RE with originality, imagination or creativity.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- Developing their sense of identity and belonging and working constructively with others.

RE is taught by class teachers, supported by the RE subject leader. Teachers follow a long-term plan covering unit topics chosen by the subject leader to ensure progression. Teachers follow a medium term plan for each of the chosen topics to support their weekly planning and teaching. Lessons follow an enquiry-based approach with a 4-step enquiry process forming links between children's prior knowledge and experience before being given opportunities to complete an investigation, an evaluation and reflect on their learning (expression). We encourage staff to teach a weekly religious education lesson, supporting continuity and ensuring progression.

## **Impact**

Teachers use both formative and summative assessment information in every RE lesson. Staff use this information to inform their short-term planning. This helps us provide the best possible support for all of our pupils, including the more able. The assessment end points for each phase have been carefully mapped out and further broken down for each year group. This means that learning objectives in religious education are progressive and can build year on year.

Monitoring RE includes Seesaw scrutinies, lesson observations, learning walks and pupil voice. All of this information is gathered and reviewed and is used to inform further curriculum developments, CPD and provision is adapted accordingly.