



## Religious Education

### Intent

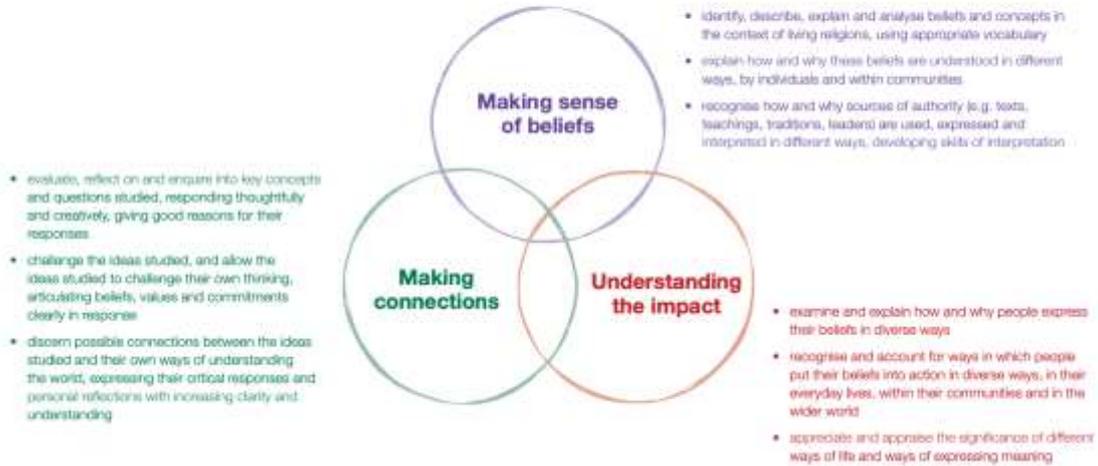
<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
Through the teaching of RE our children will: <ul style="list-style-type: none"><li>• Want to explore the big questions about life.</li><li>• Gain a grounded understanding of what people believe and how these beliefs influence the choices they make and how they live their life; including rituals and celebrations</li><li>• Have knowledge of religious and non-religious world views and beliefs.</li><li>• Opportunities to reflect on their learning and to make their own decisions about what they believe and their ways of living.</li><li>• Opportunities to develop their ideas about what their own personal worldview is, how it can be different to others and how it can change.</li></ul>

### Implementation

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<b>High Quality Planning</b>
<b>Substantive Knowledge and Experiences in RE</b>
A progression of Skills and Knowledge for RE is included in the Devon RE syllabus to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2 (see pages 16-17 Devon RE syllabus).

## Teaching and learning approach and the aims for RE in Devon and Torbay

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8. Units of study offer content and ideas for enabling pupils to achieve these aims.



We have chosen to invest in the Devon RE syllabus as this ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening of key knowledge. Each unit is focussed on a key question (see below from the Devon RE syllabus).

## Religious education key questions: an overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews	
<b>Christianity:</b> God Creation Faith People of God Incarnation Gospel Salvation Kingdom of God	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Faith] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]
<b>Buddhism:</b> Buddha Dhamma Sangha				
<b>Hinduism:</b> Samsara and moksha Brahman (God) and atman Karma and dharma			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]
<b>Islam:</b> God/Tawhid Iman (faith) Ibadah (worship) Akhirah (life after death)		1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
<b>Judaism:</b> God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]
<b>Sikhism:</b> God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)				
<b>Non-religious worldviews</b>				U2.10 What matters most to Humanists and Christians?
<b>Thematic</b>	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?		
				Note: For Church schools, two additional units are provided in the Understanding Christianity materials: How can following God bring freedom and justice? [People of God] What difference does the Resurrection make for Christians? [Salvation]

The Devon agreed RE syllabus is supported by Learn Teach Lead RE which provides resources and advice and works in partnership with national research projects and initiatives to improve the quality of RE teaching and learning in schools.

### Disciplinary knowledge and Critical thinking skills in RE

The Devon RE syllabus focuses on the key skills of investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising and evaluating. These link closely to Bloom's Taxonomy which is used as a planning tool for other wider curriculum subjects. In RE, these skills are further enhanced and developed.

Through the planning and teaching of RE, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their RE work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform teacher assessment but enables children to work 'like a theologian'.

### Metacognition: Developing and supporting Positive Attitudes to Learning in RE

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every RE lesson and sequence are: empathy, curiosity and questioning, reflecting, collaboration. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop, or access, to support them to succeed. They will know they will not always be using the same learning powers as their peers and just as their worldviews may differ from others so may their use of their Learning Powers.

**Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children to understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful RE lesson will:

- be active: involve discussion, sharing of ideas, and children showing curiosity through asking their own questions
- include the teaching of key vocabulary which children are expected to use in their talk and in their written work.
- focus on the three interlinked elements: making sense of belief, understanding the impact and making connections.
- relate directly to the learning outcomes. Children will be able to talk about what they are learning and how what they have learnt previously is supporting them in developing their knowledge and understanding further.
- if possible, have a real world context using digital resources / visitors to bring our RE teaching to life.
- refer to the final outcome of the unit and how their learning is supporting them towards answering the unit key question.
- contribute to the overall assessment of the unit by showing evidence of the children's learning in various ways, eg, photographs with children's voice, videos, art work, floor books, writing, collaborative work.

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children**

<b>T</b>	<b>O</b>	<b>P</b>	<b>S</b>	<b>H</b>	<b>A</b>	<b>M</b>
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

Through our RE teaching we can emphasise all our school values but in particular, those of Respect, Opportunities for all and Partnerships.

**Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected in our school**

### High Quality, Enabling Environment

Class book which shows the sequence of each unit, including WALTs, photos, child's voice and assessment. Individual work will be kept in wallets alongside the class book.  
(Books to be passed onto the next teacher so they can be referenced and reminded of previous learning about a religion/unit of work. This will help their memory and recall.)

Learning Powers clearly linked to the learning sequence  
Displays showing relevant religious objects, books, children's work to celebrate their learning.

Children independently access high quality resources that engage and allow interaction

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

#### Impact:

Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

#### Monitoring and Supporting High Quality Planning and Timetabling

RE is planned for by Devon RE syllabus and teachers work collaboratively to make appropriate adaptations relevant to the needs of the children. Timetabling will show balanced coverage of all subjects.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.**

#### Monitoring and supporting High Quality Teaching and Learning

Monitoring will take place through drop ins, planning and book looks, pupil voice and dialogues with teachers. Progress in RE will be seen through a sequence of learning and

across the year. Teachers will plan two elements of assessment based on knowledge and understanding,  
Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the yearly subject tracking grids to ensure consistent progression.

**Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning**

**Monitoring and Measuring Progress through assessment and published data**

In RE we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in RE are built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning.

**Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress**

**School Improvement Priorities**

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching

**Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children**

## Religious education key questions: an overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews		Christians, Muslims, Buddhists, Sikhs
<b>Christianity:</b> God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	3.1 What does it mean for Christians to believe in God as Trinity? [God] 3.2 Should Christians be greener than everyone else? [Creation] 3.3 Why are people good and bad? [Fall] 3.4 Does the world need prophets today? [People of God] 3.5 What do people do when life gets hard? [Wisdom] 3.6 Why do Christians believe Jesus was God on Earth? [Incarnation] 3.7 What is so radical about Jesus? [Gospel]
<b>Buddhism:</b> Buddha Dhamma Sangha					3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]
<b>Hinduism:</b> Samsara and moksha Brahman (God) and atman Karma and dharma			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	3.9 Why don't Hindus want to be reincarnated and what do they do about it? [Samsara/moksha/Brahman/atman/karma/dharma]
<b>Islam:</b> God/lawh Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlak (virtue/morality)		1.6 Who is a Muslim and how do they live? [God/Lawh/iabah/iman]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/iabah]	3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/iabah/akhlak]

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<b>Sikhism:</b> God Values (Nam Simran, kirt karna, vand chhakna, seva) The Gurus Panth (community)					<b>3.12</b> How are Sikh teachings on equality and service put into practice today? [God/the Gurus/ values/Panth]
<b>Non-religious worldviews</b>				U2.10 What matters most to Humanists and Christians?	<b>3.13</b> What difference does it make to be an atheist or agnostic in Britain today?
<b>Thematic</b>	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?	<b>3.14</b> Good, bad; right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?	<b>3.15</b> How far does it make a difference if you believe in life after death?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			<b>3.16</b> Why is there suffering? Are there any good solutions?
				Note: For Church schools, two additional units are provided in the Understanding Christianity materials: How can following God bring freedom and justice? [People of God]	<b>3.17</b> Should happiness be the purpose of life?
				What difference does the Resurrection make for Christians? [Salvation]	<b>3.18</b> How can people express the spiritual through the arts?