

Religious Education

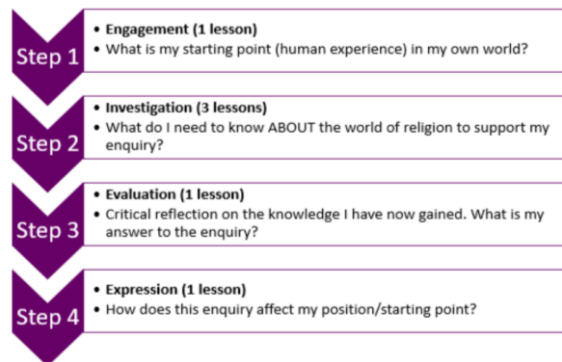
Our RE curriculum explores the important role that religious and non-religious worldwide views play in all human life. We believe RE is an essential area of study if pupils are to be well prepared for life in a modern world. Teachers are provided with the Discovery RE scheme which covers the statutory local syllabus for RE, 'Believing and Belonging.' The detailed medium term planning that Discovery RE provides allows a clear structure to deliver our RE curriculum in a developmental and comprehensive way.

Our RE curriculum reflects three key areas of study. First, it includes a study of the key beliefs and practices of religions and other world views, including those represented in Bradford and the wider area. Secondly, it provides opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called 'ultimate' questions. Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values.

Approach of the units of work

We plan units of work so that pupils gain a broad knowledge of specified religions and world views. Discovery RE is structured into enquiry-based modules covering Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Christianity is taught in every year group helping develop children's learning in a progressive way.

All of our units follow a 4 step enquiry based approach (engagement, investigation, evaluation and expression). Each unit starts with a key question for the enquiry as such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Teaching focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.



Each of the units is mapped to the five strands of British values so teachers can make connections where appropriate.

Progression

As different faiths are revisited deeper knowledge is developed and clear progression plans are available from our website. The scheme also outlines the knowledge content for each faith required on each unit overview sheet.

The scheme provides age appropriate resources that are of a high quality. The enquiry question increases in complexity as we move through the units of work for example in Foundation Stage when studying Christianity, the question is, 'What is Easter?' In Year 6 when the children study Christianity again the question is, 'Is Christianity still a strong religion 2000 years after Jesus was on Earth?'

Assessment

Assessment is regular and ongoing in RE. The units of work provide regular assessment for learning opportunities that allow teachers to revisit and challenge misconceptions. Teachers use frequent, low stake assessments to check pupil's knowledge; this is in the form of quizzes and prior learning recaps. Teachers are also provided with three age-related expectation descriptions for each unit of work (each made of several statements). These provide teachers with the guidance needed to make a judgement of whether a child is working towards, at or above age-related expectations.