

A Guide to RE at Raynville

This document outlines the expectations of how we teach and monitor the RE curriculum at Raynville: progression across the Key Stages and consistency across the school.

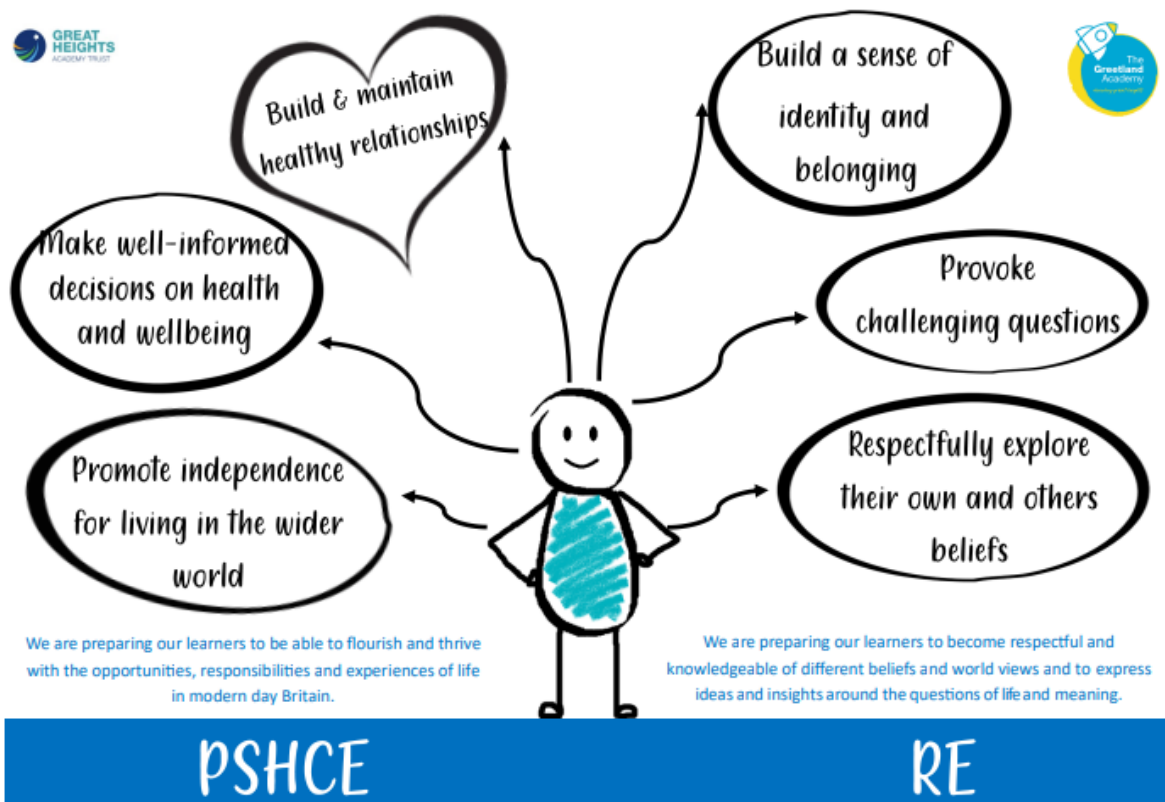
Updated for 2023-24

Curriculum Statement

At Raynville we are committed to creating an environment where our children love learning. Through our curriculum, we endeavour to develop the skills, knowledge and learning attitudes of our pupils so that they are equipped to be the best that they can be. We value the importance of enriching our pupils' curriculum with real life experiences, through trips and visitors, so children have first-hand opportunities to embrace their learning. We set high expectations and strive for independence in all areas regardless of a child's starting point in life. At Raynville, we place our values at the core of everything we do and prioritise pupils' understanding of the necessity for being ready, respectful and responsible. We feel this is essential in preparing children to be tolerant and inclusive of all so that they can positively contribute to our wider community.

The RE curriculum at Raynville Academy is based on Believing and Belonging, the Agreed Syllabus for Religious Education for Calderdale, Kirklees and Leeds, for teaching from September 2019. The aims of the curriculum are to:

- A. Investigate the beliefs and practices of religions and other world views.
- B. Investigate how religions and other world views address questions of meaning, purpose & value.
- C. Investigate how religions and other world views influence morality, identity and diversity.



To have a successful understanding of Religious Education and help our pupils grow up to become responsible, respectful and tolerant adults we aim to provide opportunities to promote their spiritual, moral, cultural and mental development. Our curriculum helps the pupils to understand the beliefs, practices and traditions of the major world religions and make comparisons to their own lives. They should understand that people have different belief systems and values so that they are equipped to challenge prejudice where they meet it. We encourage our pupils to understand and value diversity in their own community and the wider world, alongside developing their own views and beliefs in an environment where they feel confident to air their opinions.

RE at Raynville can be taught in weekly lessons or in blocks. Our curriculum is enhanced by visits to local churches, mosques, and synagogues and through our assemblies. We also invite visitors from the religious traditions we are studying, to talk to the children about their beliefs and practices.

RE in EYFS

RE in EYFS is linked to statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception. Although all areas of the EYFS profile are relevant, RE particularly supports the development of: Communication and Language; Personal, Social and Emotional Development and Understanding the World. Topic learning includes celebrations including Diwali, Eid and Easter. Stories are used to learn about different cultures and belief systems and learning the names of places that are special to some people e.g. church and mosque.

RE in Key Stage 1

In Key Stage 1, learning is focused around Christianity and Islam, alongside non-religious perspectives linking learning to their own lives. Our pupils are encouraged to develop their knowledge and understanding of religions and world views, and to use appropriate vocabulary in their discussions. They should raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views.

RE in Key Stage 2

At Key Stage 2, the teaching and learning builds on the KS1 focus around Christianity and Islam, and is extended to the study of Judaism and Sikhism, alongside developing understanding of non-religious approaches to life. Aspects of other faiths may also be included, such as teaching about a specific concept, festival or practice. Our pupils are encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, using their understanding of the religions and other world views that they have been introduced to.

Progression of RE throughout the school

EYFS	<ul style="list-style-type: none">• See themselves as a valuable individual.• Think about the perspectives of others.• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.
Key Stage 1	<ul style="list-style-type: none">• Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them.• Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.• Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.• Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry.• Observe and recount different ways of expressing belief, responding sensitively for themselves.• Find out about questions of right and wrong and begin to express their ideas and opinions in response.• Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.
Key Stage 2	<ul style="list-style-type: none">• Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them.• Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.• Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities.• Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose

	<p>and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <ul style="list-style-type: none"> • Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions. • Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
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What is expected to be seen when teaching and recording RE?

RE is an opportunity to develop talk across the curriculum with a focus on **active listening** and **skilled speaking**. Lessons should include **Talk Matters** strategies such as ‘Think, Pair, Share, Square’ to ensure all children are active learners and engaged in discussion. RE can also deepen children’s understanding of **British Values**, specifically ‘Respect and Tolerance’ of different cultures and religions and opportunities should be taken to refer to British Values, as appropriate, in lessons. Discussion should be at the heart of Religious Education at Raynville and the use of sentence stems and Talk Partners should be seen in lessons to support this.

Lessons should not have lengthy written responses unless appropriate time, support and appropriate scaffolding is given to the children to ensure the work is of equal quality to writing done elsewhere in the curriculum.

Each unit will have one overall key enquiry question which children will answer at the end of a unit. Generally, this response will be an assessed, written response (in KS2 and adapted for SEND where required) however, other responses may be more appropriate e.g. an artistic response in the Year 3 unit ‘How do people express spirituality?’. Each year group has 4 or 5 key enquiry questions to answer throughout the year e.g. the Year 4 unit ‘How do the five pillars guide Muslims?’ the main purpose of the unit is to teach the children to understand how the five pillars guide Muslims so the assessed question would be based on this. The lessons that build to this assessed piece should be based on, but not limited to: quality discussion, drama, art, looking at artefacts and will be recorded in a class ‘Big Book’. Examples of quality discussion should be uploaded to the RE folder on Seesaw and referenced in the Big Book. The Big Book will show what the children discussed in each session to allow them to build their knowledge for their individual response at the end of the unit. The Big Book will also support the 5B’s for independence; children can refer to their class Big Book if their understanding is not clear. The Big Book should include photo evidence of any group work, quotes from discussions and the **sticky knowledge** that supports the overall key enquiry question for the unit.

The Big Book should be referred to at the start of each lesson; this is a quick and easy way to re-cap the sticky knowledge for each unit as it has been taught. The Big Book should move through the school with the children, and if cross referenced with the **‘RE connections from Year 1 to Year 6’** guide staff can refer back to previous knowledge on a topic with ease e.g. in

the year 2 unit 'How can we make good choices?' the sticky knowledge is that stories can have morals which can teach us how to live a good life; this sticky knowledge was also taught in the year 1 unit 'Which books and stories are special?'

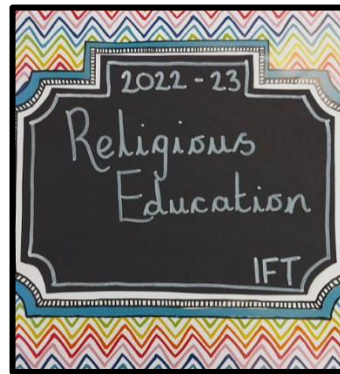
Recording Evidence

EYFS

RE is taught through PSED and work is recorded in the half terms 'learning journey'. Any religion specific sessions will be evidenced on Seesaw e.g. Holy Week, Diwali, Eid. Specific RE knowledge can be found on the foundation stage long term plan.

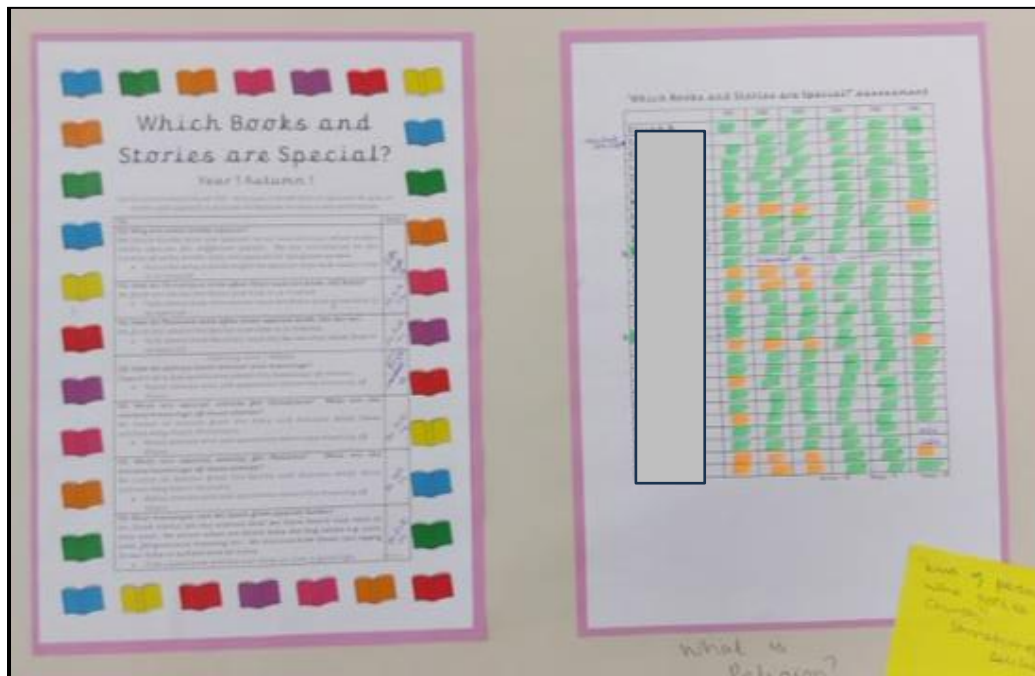
KS1

Children record their learning in the class Big Book. This is an oversized book that includes sticky knowledge for each topic and evidence of children's contributions to lessons over the unit.



Big Book expectations:

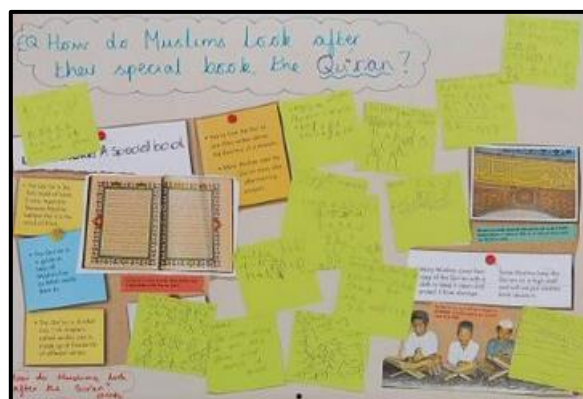
- At the start of each unit a class list to be stuck into the book to track the individual child's contribution and understanding towards the lesson EQ.
- Use the whole school green for achieved/orange for working towards marking system to give a quick overview of understanding and identify who needs greater support in lessons.
- A * against the EQ will signal any children who had a greater understanding of the EQ and whose knowledge may need expanding.
- The EQ unit front cover will be stuck at the start of a unit to show a clear overview of the unit being taught; this is a short medium-term plan of the unit.
- Date on the EQ unit front cover to show when the lesson took place (to make it easier to access Seesaw evidence).



- Each lesson to have a page in the Big Book and this should be used as a learning tool and include:

- * the sticky knowledge children should take from the lesson,

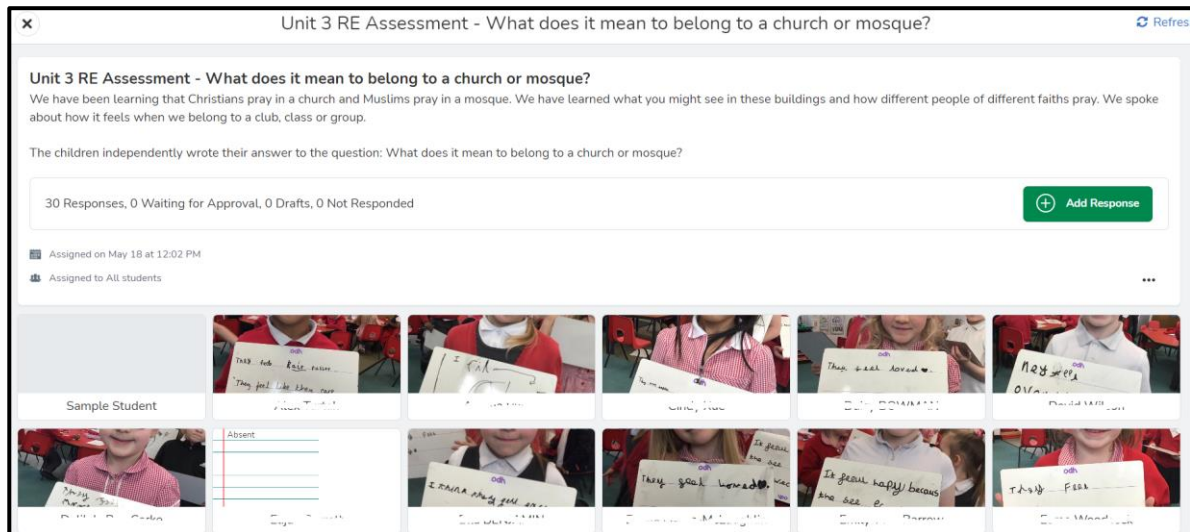
- * an example of the children's responses (photo/comment/post it note/Seesaw QR code etc)



The Big Book will create a revision tool for the children that is their own work and experiences. The start of RE sessions should be spent looking through previous learning in the

style of the 'Flashback 4' in maths, recalling sticky knowledge from the current and previous units.

Assessment against the overall key EQ at the end of the unit may be done with a written response to the EQ or, if more appropriate, a discussion with the individual child. The final assessment should be evidenced on Seesaw as an activity with individual responses e.g.



KS2

As in KS1, children will record their whole class learning in their class Big Book.

Children will also have an individual RE book that moves through KS2 with them, this book will be used for the final assessment piece for each unit. If needed, the individual book may also be used for any written work the children complete in RE but its main purpose is to record the child's individual response and understanding at the end of each unit.

Big Book expectations:

- At the start of each unit a class list to be stuck into the book to track the individual child's contribution and understanding towards the lesson EQ.
- Use the whole school green for achieved/orange for working towards marking system to give a quick overview of understanding and identify who needs greater support in lessons.
- A * against the EQ will signal any children who had a greater understanding of the EQ and whose knowledge may need expanding.
- The EQ unit front cover should be stuck at the start of a unit to show a clear overview of the unit being taught.
- Date on the EQ unit front cover to show when the lesson took place (to make it easier to access Seesaw evidence).
- Each lesson to have a page in the Big Book and this should be used as a learning tool and include:

* the sticky knowledge children should take from the lesson

* an example of the children's responses (photo/comment/post it note/Seesaw QR code etc)

The Big Book will create a revision tool for the children that is their own work and experiences. The start of RE sessions should be spent looking through previous learning in the style of the 'Flashback 4' in maths, recalling key facts from the current and previous units.

Individual Book expectations:

- A year group front cover showing the units taught.
- The unit on the front cover to be highlighted green to show the child is working at the expected level and orange for working towards the expected level of understanding.
- An individual response to the key EQ for the unit to be recorded at the end of each unit taught; all other work for the unit should be evidenced in the class Big Book or linked to Seesaw.
- SEND children should be seen to have adapted assessment e.g. a discussion to share their views and understanding rather than a written piece or their understanding and opinions scribed for them.

Resources

- RE resources are kept on the shelves in the computing room. There are 6 boxes of resources: Christianity, Islam, Judaism, Sikhism & Hinduism, Buddhism and Creation stories & general. Maimie Tiffany is responsible for these and any additional requests for artefacts that will support teaching and understanding can be made to her.

Monitoring

- Big Books will be reviewed to ensure the sticky knowledge for each year group is embedded in the pages.
- KS1 Seesaw will be monitored to ensure children are assessed on their understanding of the units taught; if children are seen to be persistently assessed as not meeting the objective, evidence will be sought to see how the child is supported to develop their understanding.
- KS2 individual books will be monitored to ensure progression; if children are seen to be persistently assessed as not meeting the objective, evidence will be sought to see how the child is supported to develop their understanding.
- Pupil interviews will be undertaken to ascertain how their viewpoints are being developed across the school.

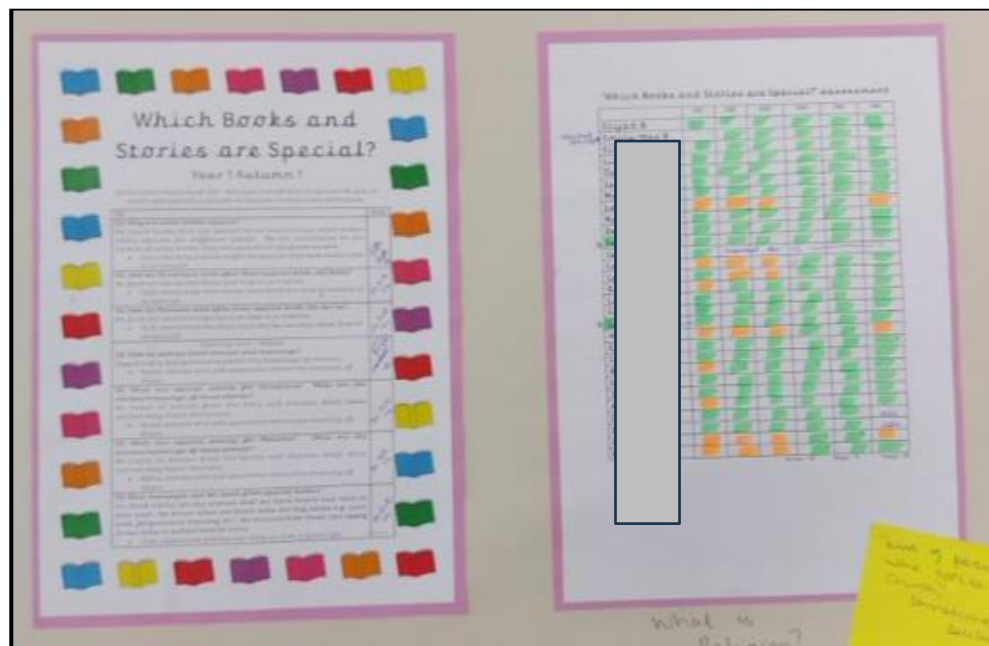
SEND

- The use of Talk Partners and sentence stems will support all children to share their ideas in a clear and focussed manner relating to the topic.
- Adults should scribe children's responses where appropriate; the child's understanding and response to the session should be recorded in a way that supports them to share their ideas without barriers e.g. adult scribing, recording voice on Seesaw, drawing a picture and labelling.
- Tasks should be differentiated if children are working with independence; tasks may be differentiated by the level of adult support and scaffolding the children receive.

Marking and Feedback:

Big Book

- Date when the lesson was taught on the unit front cover.
- Throughout the unit, where the children have not been required to respond in writing to the Enquiry Question, their contributions to the class discussion or activity should be used as the basis for assessment, and the class list at the front of the Big Book should be highlighted appropriately against the EQ:
 green for met, orange for working towards, blank for absent and * for greater depth.
- Identify children who need additional support throughout the unit; hold discussions with them and target questions to these children in following sessions.



Individual book

- Every piece of work should have the Enquiry Question at the top. This should be the focus for marking.
- If the pupil has demonstrated that they have appropriately answered the key EQ at the end of the unit, the EQ at the top of the page should be highlighted in green, and again on the front cover sheet. If this has not been achieved, the EQ should be highlighted in orange.
- Identify sticky knowledge that children are not confident with and refer to this knowledge at the start of following sessions.