



Strategy Statement for Religious Education



Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



Notes to be added for
reference



Statement of Intent

Rationale

Religious Education gives children the opportunity to develop an awareness of themselves and others and to recognise that there are stories, people, places, times and values that are especially important to themselves and to others.

During the Early Years Foundation Stage (EYFS), the provision of a wide variety of learning experiences which value all people and include stimulating resources, 'relevant to all of the children's cultures and communities' (Development Matters) alongside positive interaction with adults and other children, help a child to make sense of the world.

In Key Stage 1, pupils are beginning to develop an awareness of themselves and others and to recognise that there are stories, people, places, times and values that are especially important to themselves and to others.

During Key Stage 2, pupils will be developing their interest in, as well as knowledge and understanding of, different religious beliefs and practices as well as secular world views. They will increasingly understand some of the ways in which cultural and social influences affect how people practice their religion and will be able to compare their own beliefs and lifestyles with those of others.

Religious Education makes a vital contribution to the education of our children at Becontree Primary school. It enables teachers to foster children's spiritual, moral, social and cultural development and engages children in learning about and from religion.

Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

Religious Education focusses on people and their relationships and have a strong impact on our children's spiritual, moral, social and cultural education.

In every lesson, children are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes.

Children are encouraged to discuss and debate a wide range of topics and to relate these to their own experiences.

We encourage children to enquire, consider and question in lessons and beyond.

In Religious Education lessons, children are encouraged to consider Tolerance of Culture; Faith and Others; Mutual Respect; and Personal Responsibility and Liberty.

Why is religious education important to children at Becontree School?

It helps children to acquire and develop knowledge and understanding of religions represented in Great Britain.

It helps develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

It allows children to explore and understand the beliefs of others.
Children can make their own spiritual journey.

Our Key Learning Intentions

To develop a knowledge and understanding of religious and non-religious belief traditions represented in Britain today.

To grow in their spiritual development.

To think about their own beliefs and values in the light of the beliefs of others.

Children will develop skills and attitudes that will support their personal, moral, social and cultural development.

As children at Becontree Primary School love learning in RE , they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
encouragement to participate in conversations, listen to others, respond appropriately and take turns to speak during lessons feeling that their contributions are valued and being taught to respond thoughtfully to others encouragement to debate issues respectfully modelling subject specific language clearly and effectively by teachers with expectation for pupils to include it in their responses 	enabling children to consider questions about the meaning and purpose of their lives and compare to the lives of people with different faiths understanding how our beliefs shape our behaviour and those of others respecting how other people may express their beliefs 	working collaboratively on projects engaging in discussions during lessons answering and asking questions 	engaging in self-assessment and evaluation of their work encouragement to problem solve and self-improve encouragement to have opinions and develop them 	exposure to a wide range of knowledge to build understanding and confidence in their own thoughts and opinions developing an appreciation of the impact that RE has on their own behaviour and the behaviour of others exposure to religious figures who inspire and influence 



Equality Mission Statement (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community.

We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'

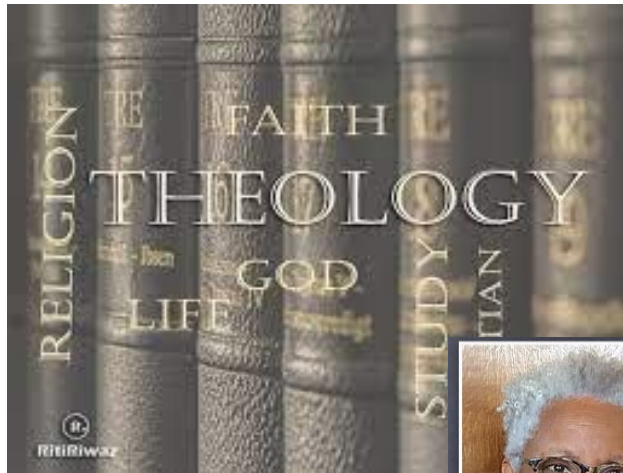


What does a theologian do?

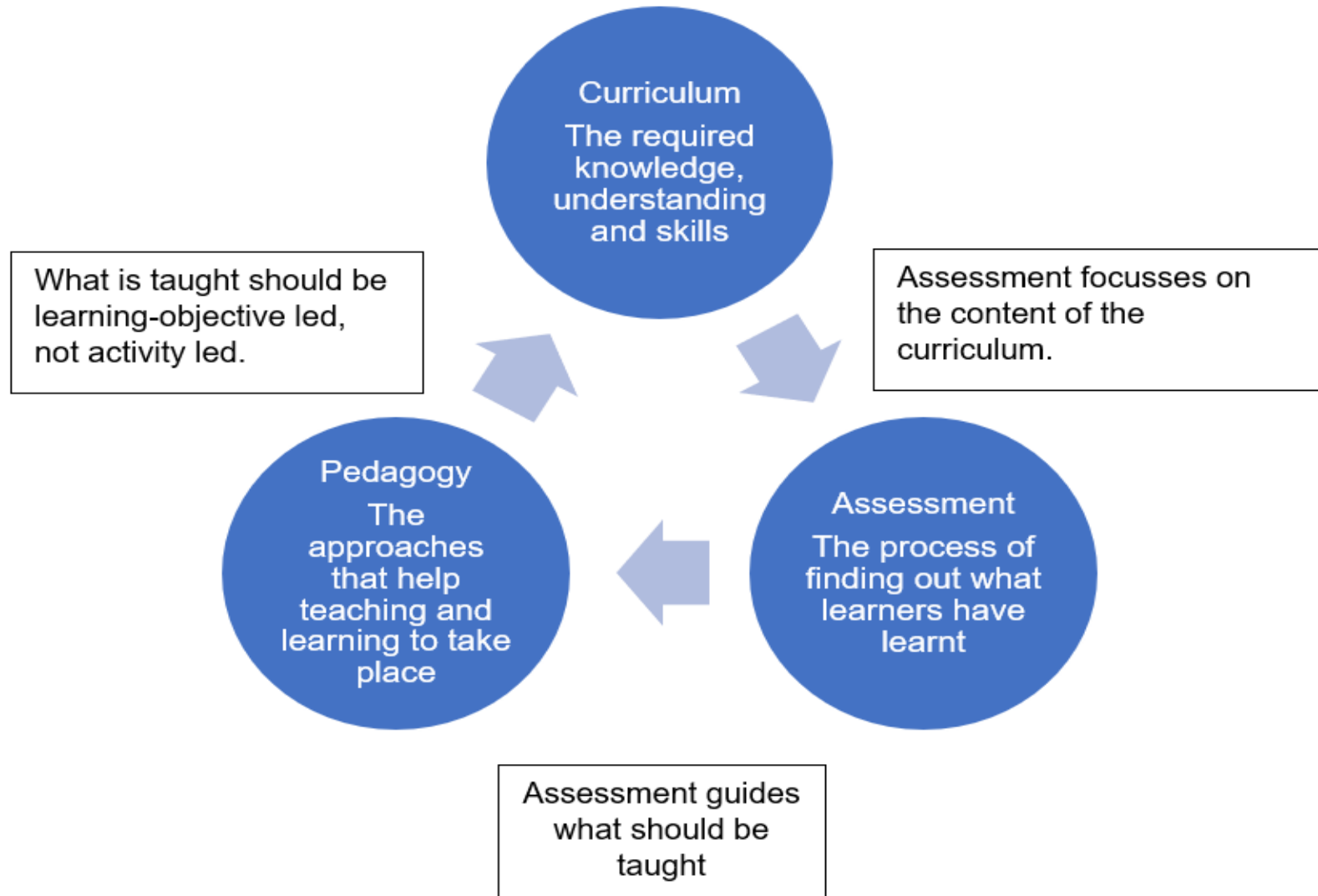
A theologian is someone who studies the nature of God, religion, and religious beliefs. Studying theology means taking on challenging questions about the meaning of religion. They can understand and respect the beliefs of others and explain their own religious beliefs.
A theologian is able to compare different religions in a knowledgeable and balanced way.

How do we encourage children to become theologians?

We provide quality lessons with appropriate resources to engage the children. We encourage children to explain their thoughts about religion and be respectful to other beliefs.
We go on annual trips and participate in 'hook' activities to encourage interest. We provide an environment where children can confidently debate and discuss their thoughts.



Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children

- RE is taught for a half an hour weekly. (approximately 20 hours over the year)
- Schemes of work are provided for teachers. It is an expectation that these are followed and that any changes are discussed with the subject lead.
- Knowledge and skills are taught explicitly and units demonstrate progression from one year group to the next.
- Tasks set are scaffolded appropriately for the age and accessibility of the task for each pupil.
- Key vocabulary cards are used to support SEN and LA children.
- Some links are made with other subject areas where appropriate. e.g. writing units.
- Hot-seating, drama and debate is used to explore understanding.
- A range of teaching approaches, resources and visual stimuli are used to support learning. This includes approaches that encourage boys to be more engaged e.g. practical activities, trips and collaborative learning.
- Children are encouraged to use their own experiences to develop empathy and understanding.
- Lessons are planned to incorporate and reflect the local area using the syllabus set out by the Local Authority
- Quality, engaging resources, artefacts and worksheets are used in lessons.

Developing Long-term knowledge retention

- Reducing long tasks and setting shorter tasks focussing on key knowledge.
- Using a range of teaching approaches to engage children and help them to remember what they have learnt.
- Children participate in the compilation of Learning Journeys and have that as a reference to previous learning.
- Teachers have easy access to information about prior learning on the lesson plans and are able to check and re-cap regularly.

The following are our key beliefs about when and how children learn best.
We believe children learn best when...



...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

Curriculum

Developing Teacher Subject Knowledge	• In school training and development opportunities. • RE BDSIP meetings. • Internally shared practice. • Scheme developed to support teachers with different levels of experience. • Teaching and Learning Reviews used to identify areas for further development.
Enrichment opportunities	• External companies create immersive opportunities through experience days. • Children are given the opportunity to visit a place of worship yearly linked to the RE unit. • Creative interpretation is encouraged through using different forms of artistic medium
Cultural Capital	• Each phase group have a list of activities and experiences which are to be covered throughout that phase of two years. E.g. visiting places of worship. • Magic Moments – 20 key experiences that all children need to have experienced by the time they leave year 6.
Parent and Community Links	• Visiting places of worship in the local community. • Parent helpers assisting on school visits. • Photos of cultural events are uploaded to the website

Finding out what Learners Know

Evidencing Learning Outcomes

- Ongoing Formative Assessment (See assessment overview).
- Learning Journeys are used to evidence learning in lessons.
- Prior learning and exit tasks are completed at the beginning and the end of units.
- Display boards in classrooms and corridors reflect a selection of topics and progression.

Curriculum Overview- RE

For more detail please refer to the subject scheme of work.

Becontree Primary School Curriculum Map								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question	What is special to me?	What is special to me and others?	What does it mean to belong?	What can we learn from special stories?	How are symbols and saying important in religion?	What is important to people in my local community?	What impact do beliefs have on actions?	How important are the similarities and differences between and within religions and worldviews?
Autumn 1	- What happens at Sukkot? (Celebrating) - What happens on Guru Nanak's birthday? (Celebrating)	- The Good Samaritan (Stories) - What happens on Buddha Day?(Celebrating)	What can be special about living with family and friends?	What can stories teach us about forgiveness?	What is the significance of light?	What makes me the person I am?	What inner forces affect how we think and behave?	How do people express their faith through the arts in Christianity?
Autumn 2	- What happens at Diwali? (Celebrating) - What happens at Christmas? (Celebrating)	- What happens at Divali? (Celebrating) - What happens at Christmas? (Celebrating)	Church visit How do Christians celebrate Christmas?	Gurdwara visit Why are different books special for different people?	What do Sikhi sayings tell us about Sikhi beliefs?	Why is the Bible special for Christians?	How is Christmas celebrated around the world?	What do people believe about life after death?
Spring 1	- The two brothers OR gift of friendship (Stories) - Muhammed and the kitten (Stories)	- My Muslim Faith (Aspects) - The Donkey in the Tiger Skin (Aspects)	What does it mean to belong to Christianity?	How does special food and fasting help people in their faith (all religions)?	How do Jewish people celebrate their beliefs at home and in the synagogue?	What religions & worldviews are represented in our neighbourhood?	Mosque visit Why is Muhammad and the Qur'an important to Muslim people?	Buddhist temple What similarities and differences do religions and worldviews share?
Spring 2	- The Lost Sheep (Stories) - What happens at Easter? (Celebrating)	- What happens at Passover (Celebrating) - What happens at Easter? (Celebrating)	What does it mean to belong to Sikhi?	Why is Easter important to Christian people?	Hindu Temple How and why to Hindu people celebrate Holi?	Church visit Why is Easter important to Christian people?	How do Christian people try to follow Jesus's example?	What happened on the first Easter Sunday?
Summer 1	- The Hare and the Tortoise (Stories) - What happens at Eid-UI-Fitr/Adha? (Celebrating)	- How do we make friends? (Aspects) - What happens at Eid-UI-Fitr/Adha? (Celebrating)	How do Hindu people belong?	Why did Jesus tell stories?	How did Jesus and Buddha make people stop and think?	How and why do Hindu people worship in the home and in the Mandir?	Should all creatures be treated equally? Or Peace or Thankfulness	How could we design a celebration that involved everyone, whether religious or not?
Summer 2	- My Hindu Faith (Aspects) - What makes a place special? (Aspects)	- The Lost Coin (Stories) - Visiting a church (Aspects)	What does it mean to belong to Islam?	Where did the world come from and how should we look after it?	What can we learn about special symbols and signs used in special religions?	What happens when someone gets married?	What do religions and worldviews believe about God?	What qualities are important to present day religious leaders?

RE: EYFS			
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
PSED	Develop their sense of responsibility and membership of a community.	- See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others.	Building Relationships - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.
Understanding the World	- Begin to understand the need to respect and care for the natural environment and all living things. - Continue developing positive attitudes about the differences between people.	- Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways.	People Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.