



Moorside Primary School and Nursery

RE Intent

Intent

Our vision in North Yorkshire is of a community where people of different beliefs and religions live harmoniously side by side, displaying mutual respect, understanding and friendship. It is essential that our children and young people are supported in developing these qualities and, whilst growing in confidence, achieve a level of critical awareness that helps them to become builders and shapers of a better North Yorkshire. At Moorside Primary School and Nursery, we use Plan Bee to facilitate the aims of the North Yorkshire RE Agreed Syllabus. We teach the key themes of Christianity and other major world religions and beliefs systems: Islam, Hinduism, Judaism, Sikhism, and Buddhism as well as respecting non-religious views in our local community.

Our RE intent is echoed through our **school's vision**:

-A culture of success and achievement for all

All children are supported to access the RE curriculum in line with their peers and are encouraged to ask questions and share their view and opinions.

-An aspirational and inspirational curriculum

We aim to inspire our children through visitors to school, RE theme days and opportunities to share their learning with others in the school during assemblies.

-Strong relationships between the school, families, pupils and our community

Children are encouraged to share their learning with parents and the community through assemblies and showcase events. We are involved in activities within the local community, such as the Holocaust Memorial Service and the 'Big Sing' event at Ripon Cathedral, litter picking in Hell Wath, singing in some of the nursing homes and donating our Harvest Festival donations to the Salvation Army food bank.

-A whole school inclusive and nurturing ethos

We believe that all children can and will achieve their full potential through differentiated lessons and tasks. Children will be able to share their views and opinions and not feel judged, therefore developing their confidence within RE.

-High expectations for all stakeholders, surrounding our children with the best educators and specialists

Teaching staff work hard to ensure that their RE lessons are engaging for all children. Where possible, staff organise visitors to school or trips to give the children a real-life purpose and experience for learning.

In line with our school curriculum intent and linking with the North Yorkshire RE Agreed Syllabus, our aim at Moorside is to ensure:

Every child will be able to reflect on their own experiences and feelings and develop a sense of belonging. They will be able to ask questions about other religions and talk about what is important to them.

At Moorside Primary School and Nursery, we have adopted a year by year approach to the teaching of RE. To ensure that there is clear progression within each year group we use the Plan Bee progression document to support clarity around the knowledge the children should have acquired by the end of each academic year. This also ensures that the knowledge is built on logically so that children make links and comparisons between the different religions.

Implementation

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. At Moorside Primary School and Nursery we use Plan Bee to ensure we meet the principle aims of the North Yorkshire Agreed Syllabus.

RE is taught in units, using the key question approach, throughout the year, which is agreed and set out in the Long-Term Plan. Plan Bee provides units of work for teachers to use as guidance and to support them with their planning. By the end of Year 6 children will have learnt about a range of religious groups that are present in the UK, Christians, Muslims, Hindus, Buddhists and Jewish People, as well as some non-religious worldviews, for example Humanists.

Each unit is based around a key question which encourages the children to explore big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

Through Medium Term planning, consideration is given to how children can achieve and be challenged to achieve greater depth through assessment questions at the beginning of the topic and planned open-ended questions and tasks, as well as how learners will be supported through scaffolded intervention and steps to success in line with the school's commitment to inclusion. Outcomes of work are assessed and monitored using formative assessment (marking and feedback), to ensure that they reflect a sound understanding of the key identified knowledge. This key identified knowledge is decided at the beginning of each unit and will be displayed in the classroom as the 'Five Finger Facts for RE.' Children will be asked to recall this knowledge at the start of each RE lesson to ensure that they are remembering the key knowledge throughout the unit.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance, RE sits firmly within the areas of 'Understanding of the World' and 'Personal, Social and Emotional Development'. Children will develop a positive sense of themselves, and others, and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own immediate community and will have the opportunity to develop their emerging moral and cultural awareness.

Impact

Our approach to the curriculum results in interesting and engaging RE lessons. RE teaching and learning will enable children to:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldview.

The quality of children's learning is evident through work examples, pupil voice and learning walks from each class and also the use of Five Finger Facts so that they can recall previous learning. This evidence is used to feed into teachers' planning and to ensure focussed monitoring is taking place. This also ensures that RE teaching is supporting varied paces of learning and that all pupils make good progress.

Providing a purposeful catch up curriculum in RE

As part of our offer for remote learning our children were exposed to a range of RE topics during theme weeks such as Easter and Eid. Resources for such topics were provided through learning packs with activities using online resources such as Purple Mash.

As part of our Covid recovery curriculum, we continue to offer a balanced curriculum and have reviewed our planning to include the recommendations from the guidance from the DfE in July 2021, 'Teaching a Broad and Balanced Curriculum for Education Recovery

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf)

If pupils develop thorough knowledge of a particular religion, its origins, settings, cultures, stories, sights and sounds, they will gain not only a secure sense of what a religion is but will also have a strong foundation for studying other religions. Teachers should therefore retain breadth of study within a religion. Otherwise, pupils may develop misconceptions about what it means to be religious and non-religious.

Pupils should be secure in basic ideas, teachings, stories and practices critical to religious and non-religious content. It is more useful to prioritise subject-specific content than generic skills, since pupils require that content for more complex tasks, activities and discussions.

Focusing on curriculum content that emphasises connections between concepts supports pupils to make links. At key stage 1, concepts may be relatively few, with a greater range at key stages 2, 3 and 4. Rich stories, texts and accounts from within different traditions can support pupils' understanding of such concepts.

For example:

- At key stage 1, stories such as the parable of the Good Shepherd can help pupils to make links between ideas of 'Christ', 'community', 'disciple' and 'rescue' in Christian traditions.

G Lee, RE Subject Leader - Autumn 2022