



Trevisker Primary School Curriculum Overview for R.E.

Subject Lead: A Higson

Rationale

Our whole school motto is, 'Friendship and respect Learn for Life.' Religious Education is a key subject which fits readily with this ethos. At Trevisker children learn about the major religions and philosophies and are encouraged to develop an understanding of important religious and moral issues. Learning activities fully encompass the needs of all learners.

Pupils are encouraged to ask questions and to develop a wide range of skills including, analysis, interpretation, evaluation and reflection. We provide the opportunity to understand and deepen children's knowledge of the impact of religion and beliefs on the world. By learning about global religious and non-religious beliefs children will appreciate the beliefs and values of a diverse world and make informed choices which will enable them to develop their own beliefs.

Planning

Trevisker uses the Cornwall Agreed Syllabus (2020 – 2025) and Understanding Christianity to inform planning and progression through the school. R.E. lessons are planned to build on children's previous learning. Our R.E. syllabus is based on Christian and non-Christian religions and is delivered through thematic units. We have a curriculum map which shows progression through the course of a child's time at Trevisker.

Delivery

R.E. is delivered through weekly lessons based on thematic units which build on prior learning and knowledge.

Our intentions are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

- Each lesson is supported by a thorough pedagogy.
- Children will be offered the learning objectives and success criteria which are visible throughout the lesson.
- Key vocabulary will be introduced to children and modelled throughout the lesson by teachers with the expectation that children use this vocabulary also.
- We teach Religious Education in Reception as an integral part of the work covered during the year. We relate RE to the children's learning to objectives set out in the Early Learning Goals. RE is an integral way of Understanding the World and works well with the Early Learning Goals (2020) of developing social and emotional health as well as understanding the world.
- Teaching activities follow a carefully designed format whereby teachers and/or pupils will model an activity before moving on to the children having their turn.
- Teachers aim for an 80:20 proportion* whereby children are active for 80% of a lesson and teacher talking time is reduced to 20% (*wherever possible).
- The use of cross curricular links to topics and other subjects are included through vocabulary wherever appropriate.
- Each lesson will provide the children with an opportunity for self-assessment against the lesson objectives.

Assessment

Trevisker school uses formative assessment within RE lessons. The children are encouraged to make judgements on how they can improve their work according to the lesson objective and success criteria as well as give critical feedback to peers. Teachers make formative judgements through targeted questioning and mini-quizzes to inform future progress and give oral or written feedback to move learning forward for all groups of pupils. On completion of a piece of work, teachers assess and make a judgement about the work of each pupil in relation to the progression of the Cornwall Agreed RE Syllabus. Children are encouraged to self-assess what they have learnt and reflect on how they can improve and extend their learning.

Monitoring and Evaluation

Subject leadership time is provided for co-ordinators to monitor planning, attend training, meet with colleagues and offer support. The school leadership team supports in this, and any outcomes inform the action plan and school improvement plan and any future priorities in this area.

Connectivity – how it links to other subjects

Trevisker school follows an immersive curriculum where subjects flow together to allow an all-encompassing platform for learning. In many ways R.E. is central to everything we endeavour to pass on to the children. We place great value on morals and virtues and R.E. to a great extent is a key platform for this and their overall approach to life and learning across the curriculum, particularly in subjects like PSHE and History.

Visits, visitors and extra-curricular activities

At Trevisker we believe in making learning meaningful and connecting to real-life wherever possible. We place great importance on learning from experience and wherever possible we arrange trips,

workshops or visits from an expert to enhance the children's learning. We have strong community links; classes regularly visit St Eval church and the whole school is involved in events such as St Eval Church Flower Festival and Remembrance.

EYFS

Religious education forms a valuable part of the educational experience of children in EYFS. Play based and child-centred approaches encourage learning to follow where the child's curiosity and interest leads.

RE sits within the area of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves and others. It helps them to form positive and respectful relationships. At Trevisker, this is taught through a balanced approach of guided, planned teaching and enabling environments. Children have opportunities to develop their own moral and cultural awareness.

Children in EYFS encounter a range of world views (religious and non-religious) through special people, books, times, places and objects and by also visiting places of worship. They learn through stories and use all their senses to explore their own beliefs and expressions.

Staff Professional Development (CPD)

CPD is a continual focus every year at Trevisker, where staff are given the opportunity to improve their pedagogy in different areas of all subjects. Developing an up to date and rich curriculum is the responsibility of all subject leads and this is supported through RE subject leader monitoring, release time, observing others, guest speakers and working with our peers in other schools across the academy to enhance the subject area.

Budget

The RE budget is managed by the SLT alongside the subject lead. Spending is focused on enabling successful delivery of the subject and fulfilling the actions on the subject action plan, which is regularly reviewed in line with the School Improvement Plan.

Governance

At Trevisker, LGB members have opportunities to meet with the subject lead to review target on the action plan, agree focus points for discussion and conduct learning walks. The subject lead will compile a presentation to update the LGB on how R.E. is developing across the school.

