

# RE Statement of Practice

## Vision

At Wolverham Primary School, we want to ensure our pupils have an awareness and understanding of the beliefs and cultures within and beyond our school community. Through our RE curriculum, we aim to support our children with knowledge and understanding of major world religions and worldviews, as well as providing opportunities to consider their own personal worldview. Our ambition for our pupils is that they are supported in building their sense of identify and belonging, helping them to flourish within their communities and as citizens in a diverse society.

## Intent

At Wolverham, the RE curriculum is designed alongside the school values in order for the children to leave with an understanding of the world around them. Through careful sequencing, we have developed a progressive curriculum built with small steps that allow children to gain a depth of key knowledge. The RE curriculum is designed to provide opportunities for children to develop an understanding of the influence of religious and non-religious values on individuals and communities.

At Wolverham, we strive for our children to appreciate the way in which religious belief and non-religious beliefs shape life and choices. Throughout our curriculum, we have carefully planned opportunities for children to apply critical thinking to their own views whilst taking into consideration the views of religious community groups. Religious Education is taught throughout the school in such a way as to reflect the values of our school, linking to our keywords to ensure our children leave Wolverham as well-rounded citizens ready for society. We encourage our pupils to ask questions about the world and reflect on their own values and experiences. Our curriculum is designed to encourage creativity, imagination, discussion and independence.

## Curriculum

Our intent is planned from when the children join us in Nursery and very much focuses on religions which are familiar to them. This develops throughout the children's time in school covering Christianity and the principal religions represented in the United Kingdom. Children gain an insight and understanding into how different religions and non-religions interlink and make up our local communities. The learning context develops in complexity over time, offering clear progression in knowledge, but also, the opportunity for children to strengthen their understanding of our school values.

We teach according to the Cheshire West and Chester Agreed Syllabus and Planbee scheme, which reflects the school community and UK community.

In every year group, children will gain knowledge of world religions and non-religious viewpoints and make informed judgements. We explore and celebrate the diversity of our local community, the UK and globally, promoting positivity and inclusivity. Children at Wolverham are supported to consider their responsibilities to themselves and to others and to explore how they might contribute to their communities and to the wider society, thus developing a sense of belonging and cooperation.

We have carefully planned a progressive curriculum which enhances children's learning of major world religions. We have an emphasis on Christianity and Islam to reflect our school community to foster respect and inclusion. We aim for our children to come to our school feeling proud of their beliefs and feel respected to share these. In all year groups, we encourage our children share their experiences with their peers which is met with curiosity and compassion. For example, during the time of Eid, many of our children who celebrate this share their stories and explain reasons for this

celebration. During Ramadan, some of our older children partake in elements of this and their peers are always mindful of this.

In EYFS, we engage in their RE learning through the use of stories, celebrations and contact with families. We encourage families to share with school important events in their child's lives, for example, weddings, birthdays and christenings. Through this we begin to explore special times with family and identify our similarities and differences.

Throughout the school year, children are provided with opportunities to experience places of worship and have speakers from different religions, often parents, come and speak with the children about their beliefs and how it shapes their lives. This gives our children a first hand experience.

Although RE is not timetabled to be taught daily, we do, where possible, make links with other areas of the curriculum, in order for the children to recognise the importance of having well-reasoned personal beliefs, respect for others and enabling them to become religiously literate in our culturally diverse world.

## Implementation

### Memory Joggers

Children are given a memory jogger to use as a visual aid throughout each unit of study. The memory joggers have **what the children should already know** (linking to the theme or unit from previous years and units), clear **knowledge** end points, **key vocabulary** and the **response** question they will reflect from their personal beliefs and views, all to support them whilst learning this a unit.

In KS1, the memory jogger is stuck into the floor book and shared at the start of a lesson. In KS2, it is stuck into their topic book and the floor book. Again, these are referred to at the start of a lesson. Teachers share and use the information on the memory joggers with pupils in every lesson and will then create a low stakes quiz for the end of each unit. Throughout the unit, recapping and checking of children's understanding of the key knowledge ensures this remains a focus.

### Religious Vocabulary

The Religious vocabulary is progressively sequenced across year groups, using language that will help them to explain significant and complex concepts explored across the curriculum. This vocabulary has been carefully selected to ensure they directly link to the unit and are reflective of any stories used within the teaching and learning.

### Retrieval Strategies

In order for the children's substantive knowledge to be embedded in their long term memory, a variety of retrieval activities are incorporated into every lesson. Flashbacks are used at the start of each lesson (or similar using Blooket) that will revise previous learning from other year groups as well as units taught that year. Staff then use this to support with any misconceptions or address at the start of the next lesson. These also help children make links across year groups and enable the them to identify where they are transferring previously taught knowledge and skills.

Staff also use the floor book as a retrieval tool. During each lesson, they make reference to the floor book and show the children work they have previously completed and then how the new learning links to this.

## Impact

At Wolverham, the children are aware that what they are learning is purposeful and helping them to become broadminded and kind individuals in order for them to be successful in later life. As a result, children will have a broad and balanced understanding and awareness of the world around them. Children will acknowledge the diversity, religions and beliefs of our local community, and know their own value in adding to this.

Our children will leave with a strong sense of belonging, with the confidence and skills to make decisions, to self-evaluate, and to continue to ask important questions.

### Assessment of Learning

During a unit, retrieval strategies and response questions are used for teachers to continually assess children's knowledge and understanding of subject matter and their ability to define their own worldviews.

They are used as regular check-ins for the children to define their RE vocabulary and make links to prior learning. Flashbacks are used at the start of a lesson to retrieve key learning about a focused religion, for example Islam. These questions provide teachers opportunities to assess and address misconceptions. Questions in which the children found difficult will be carried over to the next lesson's flashback to consolidate.

### End of unit assessments

From Year 2 to Year 6 children are given an end of unit to assess their knowledge of their RE unit. In Year 1, this is completed as a class or in small groups. The teacher would make notes as to anything they found difficult and use this for future teaching. Further to this, each unit of work has a linked response element to their learning. This emerges our children in their learning further and explores their personal views on this. This response question can be answered individually in books or can be done verbally as a class and the ideas expressed will go in the RE floorbooks.

### Marking and Feedback

Independent work is monitored throughout the lesson and feedback provided in a 'live' manner. For example, if the children are asked to independently make reasoned and informed judgements with reference to teachings, feedback and discussions will take place with the whole class. Frequently, whole class discussions take place where children's spiritual, moral, social and cultural development is enhanced by reflecting on their own belief, values and experiences in light of their study. Children will respectfully consider and respond to opposing viewpoints.

Children know that expectations of handwriting, spelling and presentation remain just as high in RE lessons as in any other subject.

### Withdrawal

We note the right of parents and carers to withdraw their children from RE. Teachers are asked to refer to the head teacher with any questions from parents and carers about withdrawals. Requests for full or partial withdrawal from RE will be verified by the head teacher.