



Religious Education at The Meadows



'All cultures, religions and beliefs deserve the same amount of respect, even if they are different from your own.'

Why do we teach RE?

We believe that all children, regardless of their faith or culture should feel welcome at our school. In order to achieve this, as part of our broader curriculum, we study RE to help us understand our place in our diverse multi-religious and multi-secular world. We develop an insight into and awareness of the beliefs of others and ourselves. We also investigate the mystery of faith and foster our sense of awe and wonder about the world around us.

Our RE curriculum begins in the early years when we explore and talk about places, people and things that may be special to us. We focus on key vocabulary on our journey through school, as it enables us to unlock our thoughts and ideas so that others can understand us and we can develop our sense of empathy.

We look at how to grow an awareness of ourselves through investigating what is important to us and how these concepts fit into wider religious and non-religious world views. To this end, our curriculum provides progression in key areas of learning (golden threads) which facilitate and foster respectful, enquiring minds with which we sensitively and critically think about our learning.

These golden threads include:

- **understanding what people believe about God**
- **understanding how shared belief builds communities**
- **understanding how beliefs affect people's personal identity and their daily choices.**

By the end of Year 6, Meadows pupils will know:

- That they live in a world with many different religious and non-religious world views.
- That it is important to listen with respect to those who follow a different faith or belief system to their own.
- What different faiths (in general) believe about their deity.
- How different faiths (in general) affect their followers in how they live their lives.
- How different faiths (in general) shape worship, celebrations and everyday actions.

- How different faiths (in general) mark key events in a believer's life and show why it is important to them to belong to their faith.
- That not every believer follows **all** the same aspects of their religious world view.

By the end of Year 6, Meadows pupils will be able to:

- Courteously and respectfully discuss a belief system that is not their own.
- Understand how their own/their family's beliefs affect their world view and opinions.

How do we teach RE?

Our RE curriculum is organised in a two-year cycle, following the Lincolnshire Agreed Syllabus of Religious Education 2018 – 2023. Each key stage covers the four strands of the syllabus – God, Being Human, Community, Worship and Celebration and Life Journeys.

Progression in each of these strands is shown by the depth in which each of the areas is covered. EYFS look at places, people and things that are special to us, KS1 develop a basic understanding and start to collect vocabulary in each area and these areas are further developed in KS2 as children look more in depth at how these areas affect believers and their life choices. The children develop their vocabulary at each stage to further support their ability to discuss their ideas.

We use the spiral approach to learning, where we revisit previous learning to underpin the new topic. The first lesson in a series is a revision session covering what the children learned in previous key stages. This will support their new learning in the same strand.

We aim to embed our learning into real life contexts. To enable this, we have made links with the local Anglican Vicar and visits have been made to the local parish church to support work on Places of Worship. Visits to the local mosque are also planned and a Hindu visitor comes to share Diwali with EYFS annually.

Our long-term plan illustrates the pathway taken by children as they move through each key stage. Teaching objectives and relevant vocabulary are organised into medium-term plans.



How do we measure success?

Our medium-term plans set out expectations for learning in each year group, and the specific knowledge and skills children will learn at each stage. At the end of a unit of learning, an assessment activity is carried out, which may be a quiz, vocabulary task or discussion, and this is used to assess children's progress. Misconceptions and any gaps in understanding are then addressed by teachers.

Our RE leader supports staff in the assessment process and takes an overview of whole-school attainment. This includes monitoring the curriculum by reviewing children's work, visiting teaching sessions when possible and talking to staff and children about learning

taking place. Assessments of children's understanding are completed during teaching sessions, and the knowledge organiser provides a starting point for this. As children gain new knowledge, and experience in using enquiry skills, achievements are celebrated and next steps in learning are identified.

Planning for Learning

