



Religious Education ON A PAGE

WHAT WE TEACH AND WHY – (intent)

Our school values – The 6 Rs (respectful relationships, risk taking, the ability to be articulate & reflective, along with resourcefulness and resilience)– underpin everything we do at RA Butler Academy Schools. The knowledge and understanding gained in Religious Education lessons ensures that our children are sent out into the wider world with respect for others and an understanding of the similarities and differences between belief groups.

Design, content and sequencing – The RE progression map and long term subject curriculum plan detail the substantive and disciplinary knowledge taught in RE. Although there is not a National Curriculum for RE, RA Butler Academy Schools, as a maintained school, must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. RAB therefore has a statutory duty to teach RE. We follow the 2022 Essex Agreed Syllabus for RE which focuses on teaching about Christianity, Islam, Judaism, Sikhism, Buddhism, Hinduism and Humanism. We consider that learning FROM religion is of equal importance to learning ABOUT religion. Whereas most curricular areas are taught only in blocks, Religious Education is taught by the class teacher as a 1 week block during 3 half terms per year group and by another teacher/TA as part of PPA provision during the other three half terms. This means when taught as a PPA subject, it is taught as a single lesson each week. The classes who are not learning RE through PPA are taught this lesson by their own class teacher during that week. Our curriculum also goes further than the statutory requirements in order to deepen and enrich all of our pupils' knowledge and understanding.

Cultural Capital -The whole school makes an annual visit to St Mary's for a Carol Concert. All children learn a number of classic and modern Christmas carols for this event. Some of the pupils from Year 6 present the readings within the service. Year 3 children visit the Cambridge Mosque early in the Summer Term; Year 4 visit the Foodbank after Christmas while looking at community involvement in religion. Year 6 have a virtual visit from the Buddhist education centre in Cambridge in the Autumn Term which focuses on an introduction to the key principles and beliefs of Buddhism. In addition to this, children in years 3 and 4 visit St Mary's Church in the first half term for an Organ Concert. In addition to this, the local vicar visits school to talk to KS1 children to discuss beliefs and traditions surrounding Christmas. We currently have staff and families within the school from different belief systems and adults from these faiths come into school to share their knowledge and understanding with the children. All our visits and visitors ensure that children can put the learning content from their lessons into context.

Subject sequencing - The 2022 Essex Agreed Syllabus looks at Christianity, Islam, Judaism, Sikhism, Buddhism, Hinduism and Humanism through different lens (Theological, Philosophical and Human & Social Sciences). Each year group has five units prescribed across the year. Each unit's planning starts with a title page showing the progress of the unit of work, the key vocabulary, links to prior learning and key assessment statements. The sequence of learning begins with an ENGAGE lesson, then before moving on to ENQUIRE & EXPLORE, then EVALUATE and ending with opportunities to EXPRESS. Key vocabulary, alongside definitions, are included in KS2; KS1 are given the dual coded vocabulary relevant to the unit. This is highlighted at the start of each lesson and used throughout the teaching sequence. Every lesson follows the RAB model for teaching and within the lesson teachers and children progress through the 'my turn', 'our turn', 'your turn' sequence to ensure excellent modelling and guided practice before children are expected to demonstrate learning independently. Each lesson ends with an opportunity for shared reflection. The curriculum ensures of breadth of coverage and alongside carefully planned progression in knowledge and skills across the school. Our syllabus reflects the fact that religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of the other principal religions and world views.

Subject specific conceptual knowledge - By the end of EYFS, children understand key beliefs and practices of Christianity, linked to celebrations. Throughout KS1, children build on this whilst also beginning to learn about Islam, Judaism, Hinduism and Humanism. They look at these through the lenses of Social Science and Philosophy as well as the traditional Theological lens. As the children make their way through KS2, learning is layered and introduces Buddhism and Sikhism. By beginning each unit of work with an enquiry based question, children are able to use their knowledge of key beliefs and traditions to explore religions in depth and learn from the focus religion as well as about it.

Key Themes in RE Curriculum - The key themes running through the RE curriculum are reflection and response to experiences, alongside developing the ability to use specialist vocabulary to communicate, interpret and explain knowledge. Learning about and learning from religion is emphasised by teaching through the lenses of Theology, Philosophy and Human & Social Sciences.

How does RE link to the local community and is adapted to our school's context? In comparison with many parts of the UK, Saffron Walden does not have a particularly diverse intake. However, we ensure that we have speakers from different religions for class visits or assemblies. We value the input that all those staff members, visitors and members of the wider community and the real world application and context that this brings to their learning.

How are Glossaries of Vocabulary used in your subject? These are used to ensure all new vocabulary is taught and understood and to support children in recalling and applying new terms. In particular, our focus on oracy in the classroom means that children are given multiple opportunities to use new vocabulary in lessons, whilst being supported by printed and displayed vocabulary banks and glossaries. In KS1, children are given dual-coded glossaries that are used throughout the unit of work. These are displayed on interactive whiteboards and printed in children's books whilst being referred to and highlighted throughout all lessons.

Support – RE lessons are planned carefully and adaptive teaching techniques are used effectively to ensure all learners make progress, regardless of their prior level of attainment. Vocabulary banks are available for children in all tasks and children are encouraged to use them to support their discussions and writing. A high focus on oracy and the use of active engagement strategies within lessons gives ample opportunities for children to develop ideas, build on the contributions of others and frame responses to support writing. Where appropriate, pre teaching is used to support the learning of some pupils.

Integrating literacy fluency – Our Literature Spine books and source texts are carefully selected to ensure curricular links within each year group. For example, as part of their WW2 topic, Year 6 read Judith Kerr's 'When Hitler Stole Pink Rabbit' which gives another viewpoint to address the Holocaust. Each class displays three Tier 2 words at a time and children and teaching staff try to use these words in RE lessons when appropriate. Work is expected to be presented neatly and fluently as appropriate for the child and the year group. The children are expected to show literacy capabilities appropriate to their age and stage, along with the religious content that has been learned.



HOW IT'S TAUGHT – (implementation)

Strategies are used routinely by teachers to enable the children to embed their learning into their long term memory. These strategies are based on a range of techniques connected to retrieval practice, including the use in lessons of knowledge organisers, low stakes quizzing, active engagement strategies and annotated visual representations of information.

We aim to keep the learning pace of all children at the highest level and ensure there is no 'glass ceiling' for any learner. We have a school wide focus on developing the children's knowledge and use of tier 2 and 3 vocabulary. *(Subject specific examples in RE include pilgrimage, fasting and baptism, along with terms in Hebrew and Arabic)*

What does the sequence of learning look like over a unit and/or in a lesson? RE is introduced in class using physical resources, videos and PowerPoints. Visits to religious buildings are made, where possible, and where financial &/or geographical constraints prevent this, speakers from religions are invited in to school. Each unit of work follows the Engage, Enquire and Explore, Evaluate and Express sequence of learning outlined above.

How do the children learn in your subject? RE uses many active engagement strategies throughout lessons and there is a high focus on oracy (as there is throughout all subjects). Children collect information to share in groups and take part in regular low-stakes quizzing. Not all lessons involve written work, as speaking and listening activities/role play fill a substantial part of RE teaching. All teachers have high expectations of the children in RE, particularly when they are recalling previous learning or recorded their work in writing. It is made clear to the children that the quality of their writing in RE should be equal to their work in English.

Feedback (and reflection) in your subject – what does it look like? How do the children use it? In KS2, children will at times write a WWW and an EBI at the end of a lesson. Adults' feedback is likely to focus on these observations from the children and verbal feedback will be given during the lesson to ensure that children's misconceptions are addressed. KS2 children will complete an end-of-unit piece of writing, which could include stories, posters or information leaflets explaining features of a festival or a building. In EYs and KS1, feedback is mainly given verbally and immediately to ensure that misconceptions are addressed in a timely fashion and children are able to act on responses given.

How does your subject/key themes within the subject enable the children to demonstrate the 6Rs? In learning about different belief systems, we teach children to respect the beliefs of others and to reflect on what they have learned. Children are encouraged to be resourceful in gathering information to share in their groups – this process also allows children to take risks and to become more articulate. The high expectations in all lessons and thought provoking enquiry questions often require resilience from children. The end of each lessons includes a time for reflection – this is focused on both the content taught and children's learning outcomes.

How does any extra-curricular provision support / enhance learning in your subject? Currently there are no specifically focussed RE extra-curricular activities. However, the annual Christmas Carol Service at St Mary's is a popular event with children getting more chances to participate as they grow older – this includes readings from the Bible, related poetry and ringing hand-bells. Children can join the choir and they visit local Nursing Homes to sing Christmas carols and talk with the residents.

WHAT WE SEE AS A RESULT – (impact)

How do you measure the impact of the curriculum accessed by learners in your subject? Regular book looks and pupil voice interviews are used to confirm that the learning outcomes are achieved. These clearly show that children are able to make links in their learning between units taught within the year and begin to do this across year groups.

End of unit essays – in KS2, where appropriate, the final lesson in each unit is planned as a longer written piece.

Monitoring and Evaluation - Subject leaders observe lessons, talk to pupils and look at books in order to triangulate evidence of excellent teaching and learning.

Progress and outcomes –On the front page of each unit's planning document, age related expectations for assessment are listed to support staff in making accurate judgements. Teacher's then make a judgement of either working at age related expectation, above age related expectation or below age related expectation and enter this on to Target Tracker. Where the unit is delivered by someone other than the class teacher, this is done in consultation with the member of staff who has taught the unit to ensure accuracy.

Summary of effectiveness of units of work / learning– Alongside evidence from monitoring, regular reflective conversations between teaching staff, subject leaders and SLT ensure that the curriculum is delivered with fidelity whilst being adapted to suit the needs of the children and class as a whole.