

RE Subject Statement

Subject Lead: Chelsea Willingham

“Differences were meant not to divide, but to enrich.” -J. H. Oldham

Intent

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the diversity of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

High-quality RE will support pupils' religious literacy. Being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Aims of the Essex SACRE Agreed Syllabus:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

Implementation

Following the announcement from Essex LA for all schools to implement the new Essex SACRE Agreed Syllabus by September 2023, the Saffron Academy Trust has written a comprehensive and complete scheme of work. At The Flitch Green Primary Academy, we follow the Saffron Academy Trust RE Scheme:

- Mirrors the Essex SACRE Agreed Syllabus 2022
- Designed and developed by teachers for pupils
- Incorporates evidenced-based cognitive approaches to teaching and learning
- Ensures high-quality, purposeful outcomes for each enquiry
- Endorsed by Essex LA and Essex SACRE

We teach RE through 3 distinct lenses. In line with the Essex SACRE 2022 Syllabus, the SAT RE Scheme explores Religious Education through three distinct lenses.



RE - Learning Through a Lens



Theology Lens - Thinking through Believing

- Ask questions that believers would ask
- Think like theologians
- Explore questions and answers that arise from inside religions and worldviews



Philosophy Lens – Thinking through Thinking

- Ask questions that thinkers would ask
- Think like philosophers
- Explore questions and answers raised through considering the nature of knowledge, existence and morality



Human & Social Science Lens – Thinking through Living

- Ask questions that people who study reality would ask
- Think like human and social scientists
- Explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives

The hallmarks of the scheme are that it is *Accessible, Consistent and Engaging* for all.

Accessible

- ✓ Equity of opportunity for all pupils
- ✓ Learning is scaffolded up, not differentiated down
- ✓ Content and resources are Multi-Dimensional, Multi-Media & Multi-Sensory
- ✓ Clarity of instruction – Teachers & Pupils

Consistent

- ✓ Quality & Presentation
- ✓ Unit Structure
- ✓ Session Structure
- ✓ Pedagogical approaches:
 - Rosenshine's Principles
 - Cooperative Learning
 - Kagan Structures
- ✓ Planning and Resources
- ✓ Aims & Outcomes

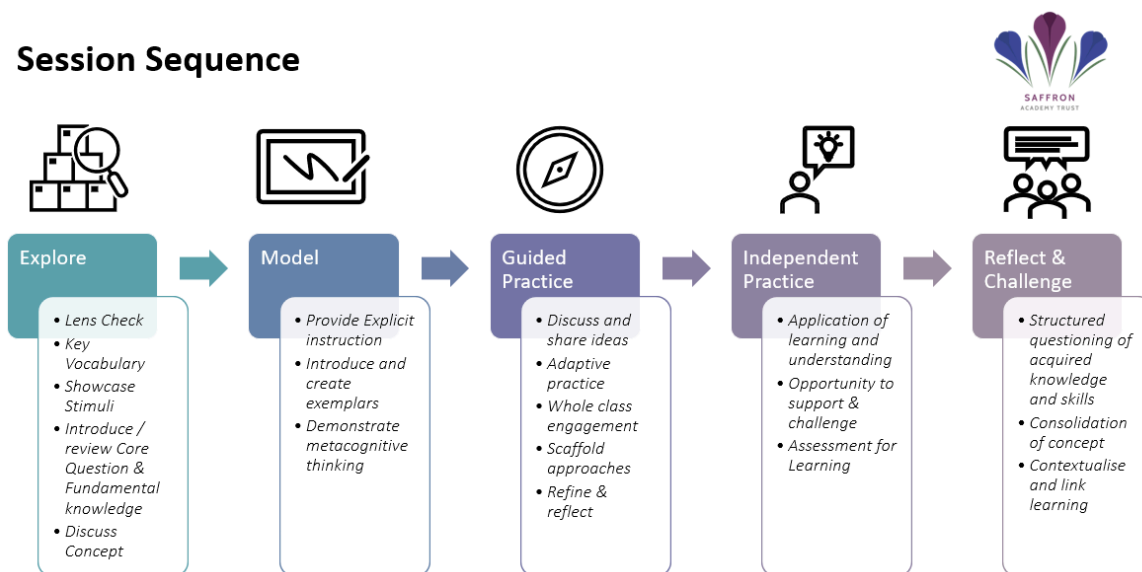
Engaging

- ✓ Ambitious, Pitched-Up Planning
- ✓ Inspiring and exciting content
- ✓ Meaningful Outcomes: Session & Unit
- ✓ Purposeful Activities
- ✓ Cross-curricular links
- ✓ Active Participation
- ✓ Integrated Challenge

Our 5-Step pedagogy is centred around Rosenshine's Principles of Instruction, with a strong emphasis on *Modelled Exemplar - Guided Practice - Independent Practice* (My Turn - Our Turn - Your Turn). This approach - which is a consistent feature of the scheme from EYFS to Year 6 - allows for often complex concepts and applied activities to be

broken down into small steps, allowing all pupils to engage and succeed.

Session Sequence



Impact

How will teachers know that pupils have learnt the planned curriculum?

RE can be assessed through questioning and discussion. As children are taught themes of the RE curriculum, they will produce some written work which will reflect their learning but children should be expected and allowed to discuss what they are learning about. As the curriculum develops through the year groups, prior learning should be built upon. Pupils' progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews. In other words, are pupils becoming more religiously literate? Attainment and progress are therefore linked to the multi-disciplinary approach to RE.

How will leaders assure themselves that the planned curriculum is helping pupils to learn more?

Through pupils' work in books, quizzing and assessment, the RE lead will be able to see evidence of progress and attainment across RE units in each class. The RE lead will meet with small groups of pupils with examples of their work and use questioning to check pupils' learning. Any feedback from these meetings with pupils will be given to teachers to inform any future planning. Teachers will be asked for feedback on resources and subject knowledge to ensure they are happy with the teaching they are leading.