



Edward Feild Primary School RELIGIOUS EDUCATION in a Nutshell



RESEARCH	<p>Research review series: Religious Education, published 12 May 2021</p> <p>‘High-quality RE may have the following features:</p> <ul style="list-style-type: none">• A consideration of the knowledge that pupils build through the RE curriculum, because accurate knowledge about religion and non-religion can be beneficial for achieving different purposes and aims for RE.• High expectations about scholarship in the curriculum to guard against pupils’ misconceptions. What is taught and learned in RE is grounded in what is known about religion/non-religion from academic study (scholarship).• Carefully selected and well-sequenced substantive content and concepts.• ‘Ways of knowing’ are appropriately taught alongside the substantive content and are not isolated from the content and concepts that pupils learn.• A consideration of when pupils should relate the content to their own personal knowledge (for example, prior assumptions).’
VISION	<p>Our aim is that by the time pupils leave the school they will have:</p> <ul style="list-style-type: none">• a knowledge of a variety of religions and the beliefs held within them• an understanding of how those beliefs help to shape cultures, communities, everyday life and special events• respect for all those who have a faith different from theirs or no religious faith;• appreciation of the ways in which religious faith has motivated individuals and groups to make a positive contribution to the world.

<p>CURRICULUM</p>	<p>Our intention for RE at Edward Feild School is to provide learning that is cohesive and shows clear progression of subject knowledge and skill as the children move up the school. Each year group will have a medium-term plan, which breaks each term into topics, with a key question and religions that will be explored within this theme. Each term, a sequence of lessons will be delivered which tackle an overarching question. These sessions will take an enquiry-based approach, to encourage children to ask their own questions and work to answer others. We hope to promote good questioning and critical thinking through our teaching of RE, to instil life-long autonomy and deeper thinking skills. Children will be given the opportunity to explore one big question across several sessions, to show that it is important to make time for questions to be answered. Children will be encouraged to ask their own questions within this, so that there is an understanding that all questions are important and relevant when exploring these big topics. Furthermore, topics will be introduced in a way that is relatable to children, and thus more engaging, by using children’s own experiences as a basis for learning. The curriculum will also be flexible, in that staff may wish to change the order of learning to better fit in with the wider curriculum topics.</p>
<p>IMPLEMENTATION</p>	<p>Lessons will promote questioning and respectful debate using circle times, teacher and pupil questioning, and open class discussions. The topics will follow a simple structure in a sequence of lessons: engagement, investigation, evaluation, and expression; our scheme, <i>Discovery RE</i>, is constructed this way. The idea is to captivate children from the beginning, give them lots of time to research and explore a topic, before being able to reflect and assess what they have learnt. RE lessons will be structured with the chance for all pupils to ask thoughtful questions, without fear of being judged or told they are wrong. It is important that all teaching staff create a climate of respectfulness and openness within the RE classroom, through the introduction of ground rules and consideration of the language that is being used – ‘some believe’, rather than ‘we believe’ and for example ‘many Muslims believe’ rather than ‘Muslims believe’.</p>
<p>LEARNING ENVIRONMENT & RESOURCES</p>	<p>Our vision is that RE lessons are taught in a classroom environment that encourages open and respectful debate. This will be achieved by setting ground rules, and by presenting ideas as concepts, rather than as truth. It has been suggested that this helps children to develop their critical thinking, as they are more exposed to differences in belief and in culture. Teachers will also use good quality resources to pique children’s interests and get them more engrossed in different ways of life – for example: religious texts, religious and cultural artefacts, etc. We will also use local religious representatives and pupils’ own knowledge and experience (where appropriate), to ensure that there is as little misrepresentation as</p>

	possible.
ASSESSMENT	<p>Our formative assessments help teachers identify which pupils have misconceptions or gaps in their knowledge, and what those specific misconceptions or gaps are. This informs teachers about common issues, so they can review or adapt the curriculum as necessary.</p> <p>Our summative, end of unit assessments, are designed, planned by teachers, and are precisely attuned to the knowledge in the RE curriculum that they intend for pupils to learn. At the end of the unit, we allow children to answer the Big Question chosen for the unit, so they have opportunities to show their RE learning in depth.</p>
FEEDBACK	<p>Verbal feedback by teachers</p> <p>Peer assessment - verbal feedback by pupils</p> <p>Self-assessment-using success criteria</p> <p>Mid-lesson feedback by teachers and pupils – teacher may bring the children back together after some time researching/investigating and give them another question to deepen their thinking further.</p> <p>End of lessons-reflections on learning</p>
IMPACT	<p>Religious Education at Edward Feild School will encourage pupils to...</p> <ul style="list-style-type: none"> • consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human; • understand the influence of religion on individuals, families, communities and cultures; • learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs; • learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues; • develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society; • develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.