

## Vision & Intent

**The intent of the Religious Education curriculum at Vernon Primary School is to provide every pupil with:**

An outstanding level of religious understanding and knowledge.

A thorough engagement with a range of ultimate questions about the meaning and significance of existence.

The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.

A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.

Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.

Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.

The ability to link the study of religion and belief to personal reflections on meaning and purpose.

A wide knowledge and deep understanding across a wide range of religions and beliefs.

## Planning & Delivery

### SACRE

### (Cheshire East Standing Advisory Council on Religious Education)

In RE, we follow Cheshire East's RE programme of study and learning objectives. These are in place to ensure that learning objectives for each year group are identified and covered, as well as progression tracked. A long term plan also outlines progression throughout the school.



### Short term planning

From the SACRE programme of study, Short Term plans are completed for each unit of work, outlining the sequence of learning in a series of lessons leading up to a final study book piece. Short term planning identifies the learning objectives for each lesson, prior learning, key vocabulary and a description of key teaching points. SEND provision is outlined within these plans.

These steps are part of a continuous cycle of formative assessment, which informs future planning

## Assessment, Progress & Evidence

Teachers assess children's progress in RE by observing their work and involvement in each lesson and judging this by the objectives and outcomes for the lesson.

Assessment of RE is achieved through:

- Discussion with children (Pupil voice).
- Observing children at work (e.g. in a practical activity, task or group discussion) and intervening as appropriate
- Study book work.
- Marking of work in RE books – written & verbal feedback.
- Listening
- Questioning and discussion in class
- Book scrutinies to assess progress over a given period of time

At the end of the unit of work, the impact of the curriculum is assessed. Pupils are asked to demonstrate their learning by providing a short reflection (through discussion) on the overarching question on the long term map. Once these strategies have been used to measure the impact, a summative assessment judgement will be given on FFT by teachers (minimum of termly). The RE subject lead is able to use this to look at summative outcomes in their subject, throughout the school.

### Cultural capital

- Educational visits such as to the local Church.
- Visitors into school allow children to experience a variety of cultures and religions e.g Christians in Schools assemblies.
- Whole-school inter-faith week.

## Religious Education at Vernon Primary School



### Reading within Religious Education

- Reading descriptions and stories of people, places, cultures, traditions and religions - using books, eLibrary, digital texts, Ipads and Chrome books.
- Reading own and peers' work related to Religious Education.
- Research about RE online for projects and enquiry.

### Continuing Professional Development (CPD)

- Regular RE Subject Leader training and liaison as a member of the SACRE steering group for the Local Authority.
- Subject leader cascades key information and latest developments during staff training sessions.
- Outstanding practitioners share expertise through observations and team-teaching opportunities.

### Enrichment Opportunities

- Annually, Years 1 to 6 participate in an enquiry-based unit of work – the children will investigate open-ended questions related to religious education.
- Educational visits such as to the local church's Easter trail.
- Regular online assemblies enrich children's learning about religions and cultures from around the world (provided by SACRE).

### Resources

- Resources are audited at the end of each academic year, as well as regularly checked and organised appropriately for access; teachers are asked at the beginning of each term if there are any RE resources that may need to be sourced for their upcoming planning.
- Access to the RE online assembly resources.

## Curriculum Values:

**Creativity & Curiosity**

**Independence**

**Respect & Cooperation**