

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 and outcomes 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, the common thread, key outcomes, 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

Religious Education is assessed and tracked using our Foundation Subject tracking grid – children are assessed as Emerging (1), Expected (2) or Exceeding (3) based on the unit of work they have been taught. Evidence of learning is within each child's individual curriculum folder, a working file that shows progression against the learning objectives throughout a unit of work. A final piece of work (end point) is presented in each child's individual study book.

Assessment of RE is achieved through:

- Discussion with children (Pupil voice).
- Observation of children.
- Study book work.
- Marking of work in Curriculum Files – written & verbal feedback.

Cultural capital

- Educational visits such as to the local Synagogue.
- Visitors into school allow children to experience a variety of cultures and religions.
- 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