

Our School Vision and Values

Vision

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Values

Our school values (*kindness, respect, responsibility and aspiration*) are an essential point of reference on all of our journeys. British values (*democracy, rule of law, liberty and respect*) play an equally important role.

What is RE?

RE is the study of people's beliefs, both religious and non-religious, and how these beliefs affect how they live their lives.

RE helps us to gain the knowledge, understanding and skills needed to discuss questions raised by religion and belief.

RE helps us to reflect on our own beliefs and ways of living, and to have empathy with the beliefs of others.

Why do we teach RE?

Religious education contributes dynamically to children's education at St. Margaret's Academy by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

School Context

Children are predominately from a white British background and therefore have less experience of mixing with other faiths and cultures than other children in the United Kingdom. For example our number of pupils with EAL and from minority ethnic groups is well below the national average.

We teach RE at St. Margaret's so

- Pupils in our school are given the opportunity to learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Pupils are equipped with a systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- Pupils develop an aptitude for dialogue so that they can participate positively in our school community and in our society, with its diverse religions and beliefs.
- Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Intent

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Rationale

Why is RE taught in each phase?

UKS2

Why do we learn RE at St Margaret's in UKS2

For children

- To be able to identify and explain core beliefs, stories and ideas studied giving examples from religious texts.
- To understand how believers interpret texts
- To be able to make clear connections between what people believe and how they live their life as an individual and as part of a community
- To be able to use evidence and examples to show how and why people put their beliefs into practice in different ways.
- To be able to evaluate and explain the connections between beliefs and practices studied.
- To reflect on and articulate lessons people learn from beliefs and practices.
- To be able to consider how ideas studied relate to themselves and the world today
- To develop insights of their own and give good reasons for the views they have.

LKS2

Why do we learn RE at St Margaret's in LKS2

For children

- To be able to identify and describe core beliefs studied and make links between these beliefs.
- To be able to describe how people show their beliefs through worship and the way they live their lives.
- To begin to recognise some differences in how people put their beliefs into practice
- To raise questions and suggest answers about what people believe and how these impact on their lives.
- To be able to give reasons for the views they have and the connections they can make.

KS1

Why do we learn RE at St Margaret's in KS1

For children

- To retell religious stories and identify key beliefs within them
- To begin to understand how people use stories and religious teachings to guide how they live their life.
- To be able to think, talk and ask questions about whether ideas studied have something to say to them
- To begin to give reasons for the views they have.

EYFS

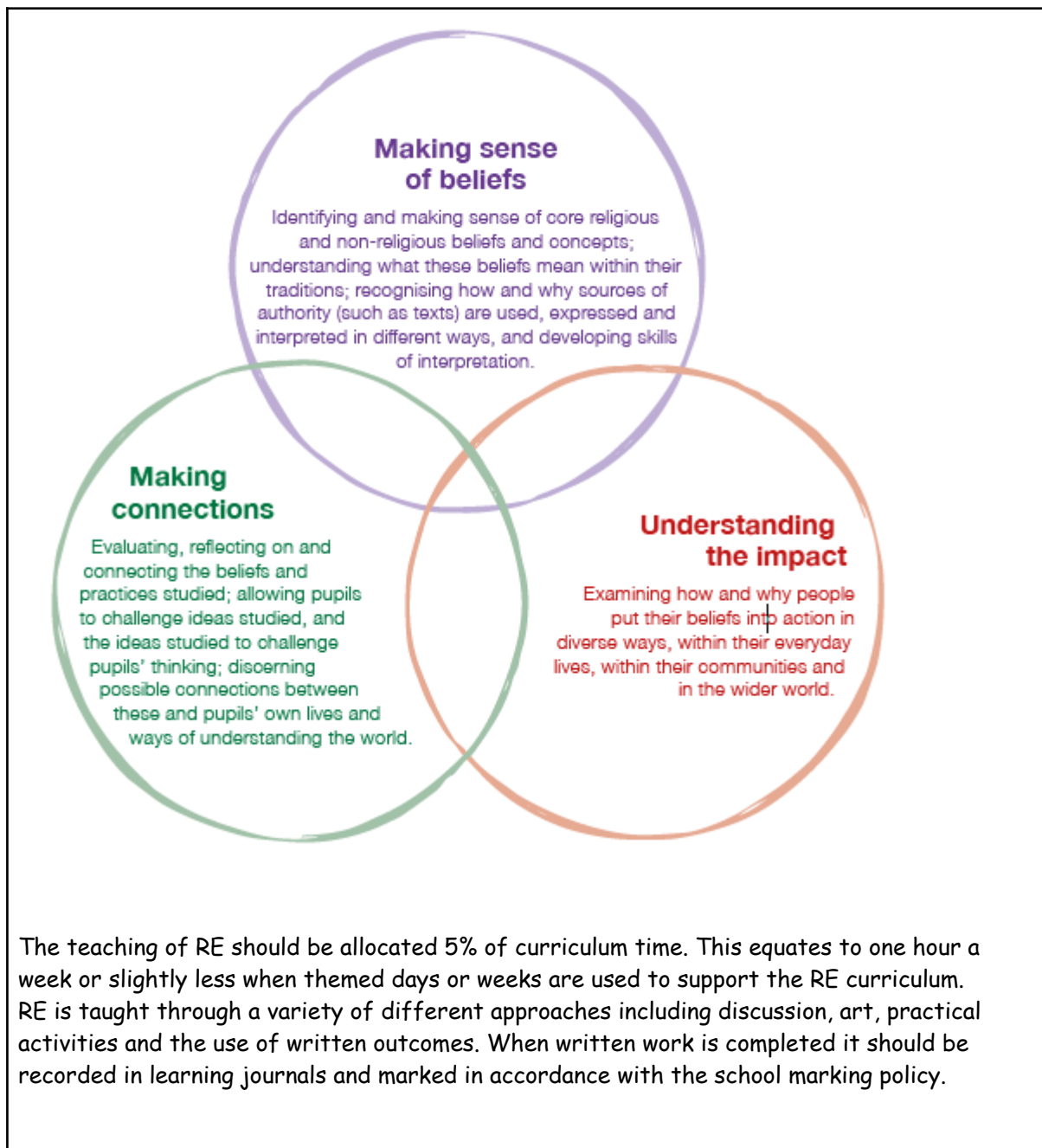
Why do we learn RE at St Margaret's in foundation stage

For children

- To be able to be proud of themselves and who they are
- To be able to understand and be kind to people who are different to us

Best Practise in teaching and learning in RE

There is a clear teaching and learning approach at the heart of the 2019 syllabus, whereby all units enable pupils to 'make sense' of the religions and beliefs studied, 'understand the impact' of these beliefs in people's lives, and to 'make connections' in their learning and their wider experience of the world. The diagram below shows this visually.



Assessment

RE is assessed at the end of each unit of work and the names of the children are recorded on Sims according to whether they are developing, secure or greater depth.

Assessments are made using a range of approaches from questioning, conversations, observations, role play/drama, practical activities, diagrams and written outcomes.

At the end of KS1, LKS2 and UKS2, the teacher will be able to use their knowledge and understanding of each pupil gained through extensive on going assessments over the previous two years to reach an accurate judgment of their understanding of RE. At this point they

need to take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement. Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in RE.

Progression in skills and knowledge.

RE progression in skills at St. Margaret's Academy

	<p>Making sense of beliefs</p> <p>Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Understanding the impact</p> <p>Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>Making Connections.</p> <p>Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>
<p>EYFS</p> <p>Key disciplinary skill</p> <p>RECOGNISE</p>	<p>Retell simple stories.</p>	<p>Recall simply events.</p> <p>Recognise symbols related to holy week.</p>	<p>Talk about things they find interesting or puzzling.</p>
<p>Year 1</p> <p>Key disciplinary skill</p> <p>REFLECT</p>	<p>Begin to identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>(INVESTAGATING)</p> <p>With support give examples of how stories show what people believe</p>	<p>With support give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>(INTERPRETING)</p> <p>give simple examples of ways in which believers</p>	<p>Have opportunities to think, talk and ask questions about whether the ideas they have been studying, have something to say</p>

	<p>(e.g. the meaning behind a festival)</p> <p>To give some clear, simple accounts of what stories and other texts mean to believers (INTERPETING)</p>	<p>put their beliefs into practice (REFLECTING)</p>	<p>to them (INVESTIGATE & EXPRESSING)</p> <p>give a simple reason for the views they have and the connections they make (APPLYING)</p>
<p>Year 2</p> <p>Key disciplinary skill INVESTIGATE</p>	<p>identify core beliefs and concepts studied and give a simple description of what they mean(INVESTAGATING)</p> <p>give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>give clear, simple accounts of what stories and other texts mean to believers (INTERPETING)</p>	<p>give examples of how people use stories, texts and teachings to guide their beliefs and actions (INTERPRETING)</p> <p>give examples of ways in which believers put their beliefs into practice (REFLECTING)</p>	<p>think, talk and ask questions about whether the ideas they have been studying, have something to say to them (INVESTIGATING & EXPRESSING)</p> <p>give a good reason for the views they have and the connections they make (APPLYING)</p>
<p>Year 3</p> <p>Key disciplinary skills EXPRESS and INTERPRET</p>	<p>identify and describe some of the core beliefs and concepts studied (INVESTIGATING & EXPRESSING)</p> <p>Start to make clear links (APPLYING) between texts/sources of authority and the core concepts studied</p> <p>Begin to offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers (INTERPETING)</p>	<p>Start to make simple links between stories, teachings and concepts studied and how people live, individually and in communities (APPLYING)</p> <p>Describe simply how people show their beliefs in how they worship and in the way they live (REFLECTING)</p> <p>With support be able to identify some differences in how people put their beliefs into practice ((ANALYSING & DISCERNING)</p>	<p>Start to make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly (APPLYING & EXPRESSING)</p> <p>Be able to raise some important questions and suggest some answers about how far the beliefs and practices studied might make a difference to how pupils think and live (INVESTIGATING</p>

			<p>& EMPATHISING)</p> <p>give some good reasons for the views they have and the connections they make (APPLYING & ANALYSING)</p>
<p>Year 4</p> <p>Key Disciplinary skills EMPATHISE and APPLY</p>	<p>identify and describe the core beliefs and concepts studied (INVESTIGATING & EXPRESSING)</p> <p>make clear links between texts/sources of authority and the core concepts studied (APPLYING)</p> <p>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers (INTERPRETING)</p>	<p>make simple links between stories, teachings and concepts studied and how people live, individually and in communities (APPLYING)</p> <p>describe how people show their beliefs in how they worship and in the way they live (REFLECTING)</p> <p>identify some differences in how people put their beliefs into practice (ANALYSING & DISCERNING)</p>	<p>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly ((APPLYING & EXPRESSING)</p> <p>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live ((INVESTIGATING & EMPATHISING)</p> <p>give good reasons for the views they have and the connections they make (APPLYING & ANALYSING)</p>
<p>Year 5</p> <p>Key Disciplinary skills DISCERN and ANALYSE</p>	<p>identify and begin to explain the core beliefs and concepts studied, using examples from texts/sources of authority</p>	<p>Begin to make clear connections between what people believe and how they live, individually and in communities (APPLYING)</p>	<p>make some connections between the beliefs and practices studied, evaluating and explaining their importance to</p>

	<p>in religions (INVESTIGATING & EXPRESSING)</p> <p>Begin to describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts (REFLECTING)</p> <p>Be able to give some meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority (INTERPRETING)</p>	<p>be able to use some evidence and examples, to show how and why people put their beliefs into practice in different ways, e.g. indifferent communities, denominations or cultures (DISCERNING & SYNTHESISING)</p>	<p>different people (e.g. believers and atheists) (SYNTHESISING & EVALUATING)</p> <p>reflect on and articulate some lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (EMPATHISING & ANALYSING)</p> <p>Begin to consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make (DISCERNING)</p>
<p>Year 6</p> <p>Key Disciplinary skills SYNTHESISE and EVALUATE</p>	<p>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions (INVESTIGATING & EXPRESSING)</p> <p>describe examples of ways in which people use texts/sources of authority to make sense</p>	<p>make clear connection)between what people believe and how they live, individually and in communities(APPLYING)</p> <p>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g.</p>	<p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) (SYNTHESISING & EVALUATING)</p>

	<p>of core beliefs and concepts (REFLECTING)</p> <p>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority (INTERPRETING)</p>	<p>indifferent communities, denominations or cultures (DISCERNING & SYNTHESISING)</p>	<p>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (EMPATHISING & ANALYSING)</p> <p>consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make (DISCERNING)</p>
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(The document below is used to support the teaching of RE skills at St. Margaret's)

Developing knowledge, skills and attitudes in RE

Progress in RE involves the application of general educational skills and processes in handling subject knowledge. This, in turn, strengthens the skills and deepens understanding and knowledge. The following skills are important in RE, and are reflected in many agreed syllabus programmes and approaches. You should plan to enable pupils to make progress with these skills, as appropriate in each key stage.

RE teaching is intended to develop these skills:	Examples of progression from 5-16: Pupils will be increasingly able to:
<p>Investigating - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • asking relevant questions • knowing how to use different types of sources as ways of gathering information • knowing what may constitute evidence for understanding religion(s). 	<ul style="list-style-type: none"> • Ask increasingly deep and complex questions about religion. • Use a widening range of sources to pursue answers. • Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.

	<ul style="list-style-type: none"> • Evaluate a range of responses to the questions and issues they study.
<p>Reflecting - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • reflecting on religious beliefs and practices and ultimate questions • reflecting upon feelings, relationships, and experiences • thinking and speaking carefully about religious and spiritual topics. 	<ul style="list-style-type: none"> • Describe how action and atmosphere makes them feel. • Experience the use of silence and thoughtfulness in religion and in life. • Take increasing account of the meanings of experience and discern the depth of questions religion addresses. • Respond sensitively and with insight to religious and spiritual phenomena and their meanings.
<p>Expressing - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • explaining concepts, rituals and practices • identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media. 	<ul style="list-style-type: none"> • Explain what words and actions might mean to believers. • Articulate their own reactions and ideas about religious questions and practices. • Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative. • Explain in words and other ways their own responses to matters of deep conviction.
<p>Interpreting - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • drawing meaning from, for example artefacts, works of art, poetry and symbols • interpreting religious language • suggesting meanings of religious texts. 	<ul style="list-style-type: none"> • Say what an object means, or explain a symbol. • Use figures of speech or metaphors to speak creatively about religious ideas. • Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. • Clarify and express the role of interpretation in religion and life.
<p>Empathising - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. 	<ul style="list-style-type: none"> • See with sensitivity how others respond to their actions, words or behaviour. • Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts. • Imagine with growing awareness how they would feel in a different situation from their own. • Identify thoughtfully with other people from a range of communities and stances for life.
<p>Applying - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • using RE learning in new situations • making the association between religions and individual community, national and international life • identifying key religious values and their connections with secular values. 	<ul style="list-style-type: none"> • Recognise religious materials and take note of their details and style. • See links and simple connections between aspects of religions. • Make increasingly subtle and complex links between religious material and their own ideas.

	<ul style="list-style-type: none"> • Apply learning from one religious context to new contexts with growing awareness and clarity. • Synthesise their learning from different religious sources and their own ideas.
<p>Discerning - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • developing insight into personal experience and religion • exploring the positive and negative aspects of religious and secular beliefs and ways of life • relating learning to life • making thoughtful judgements about the personal value of religious beliefs and practices. 	<ul style="list-style-type: none"> • Experience the awe and wonder of the natural world and of human relations. • Be willing to look beyond the surface at underlying ideas and questions. • Weigh up the value religious believers find in their faith with insight, relating it to their own experience. • Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
<p>Analysing - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact • distinguishing between the features of different religions • recognising similarities and distinctiveness of religious ways of life. 	<ul style="list-style-type: none"> • See what kinds of reasons are given to explain religious aspects of life. • Join in discussion about issues arising from the study of religion. • Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. • Analyse the religious views encountered with fairness, balance, empathy and critical rigour.
<p>Synthesising - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole • making links between religion and human experience, including the pupil's own experience. 	<ul style="list-style-type: none"> • Notice similarities between stories and practices from religions. • Use general words to describe a range of religious practice and teaching. • Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions. • Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
<p>Evaluating - in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • debating issues of religious significance with reference to experience, evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience • drawing conclusions which are balanced, and related to evidence, dialogue and experience. 	<ul style="list-style-type: none"> • Talk about what makes people choose religious ways of life. • Describe how religious people show the importance of symbols, key figures, texts or stories. • Weigh up with fairness and balance the value they see in a range of religious practices. • Evaluate skilfully some religious responses to moral issues, and their own responses.

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. EYFS follow the curriculum on the curriculum map where appropriate depending on the interests and needs of the children.

In line with the DfE's statutory framework for Early Years, RE can provide many opportunities for pupils, through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Communication and Language

ELG: Listening, Attention and Understanding Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

- Explain the reasons for rules, know right from wrong and try to behave accordingly; -
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Understanding the World

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Expressive Arts and Design.

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Curriculum map

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Why is this story special? Hinduism through the story of Rama and Sita and the Festival of Diwali / Festival of Light. Introduction to concepts/vocabulary: Temple, God Brahman.	Why is this story special? Christianity through the Bible story of the Nativity and the festival of Christmas. Introduction to concepts/vocabulary: God, Jesus, Church, Bible. Exploring a church as a place of worship.	Why is this story special? Christianity: Bible Story: The Ten Silver Coins	Christianity through the bible story of Easter and the festival of Easter time. Why do Christians put a cross in a garden? Understanding the cross as a symbol. Making an Easter Garden. Exploring New Life (links to science)	Islam: Festival of Ramadan Introduction to concepts/vocabulary: Mosque, prayer mat, fast, Qur'an, Mohammed.	Why is this story special? Christianity: Bible Story: Noah's Ark Concept of a promise.

Years 1-6 (Showing left to right Autumn 1 to Summer 2)

Year 1	1.2 CREATION: Who Made the World? Harvest	What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1)	Who is Jewish and how do they live? (PART 2)	How should we care for the world and for others, and why does it matter?
Year 2	Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
Year 3	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
Year 4	What do Hindus believe God is like?	2a.3 INCARNATION/ GOD: What is the Trinity? Christmas	What does it mean to be a Hindu in Britain today?	2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	Why do some people think that life is like a journey and what significant events mark this?
Year 5	What does it mean to be a Muslim in Britain today?	2b.4 INCARNATION Was Jesus the Messiah? Christmas	2b.1: GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	2b.5 GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? OR What matters most to Humanists and Christians?
Year 6	Why do Hindus want to be good?		2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2b.6 SALVATION: What did Jesus do to save Human Beings? Easter OR 2b.7: SALVATION: What difference does the resurrection make to Christians? Easter	2b.8 KINGDOM OF GOD: What kind of King is Jesus? OR 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	How does faith help people when life gets hard?

Planning

There are 5 key steps to planning RE.

Step 1: Look at the unit that is to be taught and the key question that underpins this. Teachers should be aware on the previous learning the unit builds on and consider links that can be made to other subjects.

Step 2: Be clear about the learning outcomes in order to decide what and how to teach. Ensure that it will be appropriate to the age and ability of the pupils.

Step 3: Look at the suggested activities for the key questions and select carefully the content to be taught. Be conscious of the need to teach pupils in an engaging way so that they can achieve the learning outcomes.

Step 4: Consider how the learning outcomes taught can be changed into pupil friendly 'I can' statements. Make the learning outcomes specific to the content being taught in order to assess the learning of pupils more easily.

Step 5: Develop active learning opportunities using a range of stimuli to enable the pupils to achieve the outcomes they need to. Be clear about the knowledge they need to gain and how this links to their wider understanding in RE and life. Be clear about the skills they need to develop. Ensure that the teaching and learning allow pupils to process the knowledge and understanding, thinking hard and practising these skills as well as showing their understanding. Consider ways of recording how pupils show their understanding for examples photographs, learning journals, class books and annotated planning.

Examples of long term plans are kept on the school google drive as are the whiteboard resource slides and collectables.

Other useful material such as the agreed syllabus, understanding Christianity units of work and schemes of work for non-Christian religions are kept in the RE leadership folder on google drive.

Right to withdraw.

Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and as a school we have a duty to supervise them though not to provide additional teaching or to incur extra cost.

Pupils withdrawn should have alternative arrangements made for RE of the kind parents wants them to receive. These arrangements will be made by the parents and the school is not expected to make these arrangements.

RE and spiritual, moral, social and cultural education.

RE contributes to SMSC development in school but it is not solely the responsibility of RE. RE lessons should support the whole school ethos. See below ways in which RE may enhance SMSC education at St. Margaret's. These ideas are taken from the Devon and Torbay locally agreed syllabus for RE.

Activities for spiritual development in RE

The 'spiritual' should not be confused with 'religious'. Spiritual development refers to the aspects of the child's spirit which are enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open-mindedness. Spiritual development describes the ideal spirit of the school. RE can support this by promoting:

- **self-awareness:** offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others
- **curiosity:** encouraging pupils' capacity for critical questioning, such as by keeping big questions in a 'question box' or as part of a wall display, and allowing time and space where these questions can be addressed to show that they are important
- **collaboration:** utilising lesson techniques which engender group collaboration and communication such as Community of Enquiry/P4C, circle time, debates, Socratic Circles or group investigations
- **reflection:** providing a space to reflect on pupils' own values and views, as well as those of others, and to consider the impact of these values
- **resilience:** promoting a spirit of open enquiry into emotive or complicated questions, in order to learn how to cope with difficult ideas when they arise in the future
- **response:** exploring ways in which pupils can express their responses to demanding or controversial issues
- **values:** promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils through exploring inspiring examples of these qualities in others
- **appreciation:** encouraging pupils' ability to respond with wonder and excitement by exploring some of the marvels and mysteries of the natural world, of human ingenuity, and examples of the capacity of humans to love, create, organise and overcome adversity

Activities for moral development in RE

Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality in significant ways:

1. **Valuing others:** in exploring the views of others, young people are well-prepared in RE to appreciate the uniqueness of all humans and their moral value, and to act in the world and towards others accordingly.

In the classroom: offer activities which enable teamwork and trust and require empathy. Welcome speakers or visit places of worship to learn from people of different backgrounds; explore case studies centring on forgiveness, generosity and other beneficial social moral values; use puppets, toys or persona dolls with younger children to develop their sense of moral connection with others.

2. **Moral character development:** RE offers a safe space where pupils can learn from their mistakes, appreciate ideas of right and wrong, continue to strive after setbacks, take the initiative, act responsibly and demonstrate resilience. RE should present pupils with the challenge of responding in real and concrete ways to some of moral questions they face.

In the classroom: encourage your pupils to take part in whole-school endeavours to enlarge their characters. Involve them in establishing appropriate moral codes for classroom, school and the wider community. Suggest participation on the school council or the school play, in sport, music and debates, to contribute to charity events or take part in mentoring or 'buddy' schemes.

3. **Moral diversity:** activities in RE lessons should help pupils feel confident when taking part in debates about moral issues. Debates and discussions should prepare pupils for the fact that there will always be disagreement on matters of morality and their right of expression is balanced by a responsibility to listen to the views of others.

In the classroom: choose age-appropriate topics which allow exploration of different moral outlooks such as religious texts about right and wrong, codes for living, treatment of animals and the environment, gender roles in religion, religious views of homosexuality, and so on.

Activities for social development in RE

Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside. In the RE classroom, such social situations may include exploring:

- **shared values:** opportunities to consider values which are or should be part of society, such as those associated with right and wrong, treatment of others or diversity
- **idealised concepts:** topics which require reflection on the abstract concepts our society is built on, such as justice, fairness, honesty and truth, and specific examples of how they affect our common life, such as in relation to how people treat each other in the classroom and school, issues of poverty and wealth, crime and punishment
- **moral sources:** a chance to reflect on where ideas about how we should behave come from, whether religious or non-religious texts, teachings or traditions, in order to more fully understand social and behavioural norms
- **influences:** opportunities to explore and reflect on the great influence on individuals of family, friends, the media and wider society, in order to understand how our behaviour is affected for good or ill
- **social insight:** a chance to acquire insight into significant social and political issues which affect individuals, groups and the nation, such as how churches and gurdwaras may contribute practically to needs in their local communities, or how some religious and non-religious charities fight to change government policies where they are unjust
- **role models:** teachers should model the sort of behaviour we expect of our children and young people, and RE should explore role models, from the famous like Desmond Tutu, to the many local examples in the school and its community
- **experiential learning:** pupils should have opportunities to embody for themselves expected behavioural and social norms, whether through class discussions, group work and ongoing behaviour expectations, or through special events such as school visits or drama workshops

Activities for cultural development in RE

There are two meanings associated with 'cultural' development, and RE embodies both of them. Firstly the term refers to the pupils' own home culture and background, whether religious or not, and secondly the term describes our national culture. Schooling should prepare all young people to participate in Britain's wider cultural life, whatever their own background. Cultural development could be evident in RE in two major ways:

1. **Own culture:** RE is the perfect subject in which to explore Britain's rich diversity of religious, ethnic and geographical cultures. Although all children share Britain's common life, cultural diversity is part of that life and no child should feel their cultural background is a barrier to participation. Some common RE activities which promote children's understanding of communities and cultural groups, including their own, could include the following:
In the classroom: explore food, festivals, music, art, architecture and other forms of religious and cultural expression. Where possible, visit areas with a strong cultural flavour to observe shops, cafés, people and houses. Some parents may be willing to come and talk about their home culture, or send personal artefacts to school with their children such as books, photos or clothes. Students who belong to a particular cultural group should be encouraged to share their experiences in class discussion, give a talk or even an assembly.
2. **Wider culture:** schooling is a preparation for adult life in terms of behaviour and expectations as well as in achieving qualifications. This wider cultural education prepares children for adulthood.
In the classroom: cultural education is found whenever children make sense of the world around them and explore why we act the way we do. Provide opportunities for participation in classroom and whole-school events, including art, music, drama, sport, activism and serving others; explore what it is like to encounter difficulties in learning and relationships, and be open about the sorts of behaviours that are expected.

Classroom environments

RE is taught in whole class sessions and all children are able to access the lesson regardless of ability. Scaffolding and access to additional resources are provided when needed including: displays, collectables and word mats. Artefacts, visuals and video clips are used to teach and enrich the experiences of children in RE. Technology programmes such as 'Seesaw' are also used to support learning experiences.