

## Religious Education

*Religious education provokes challenging questions about the ultimate 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. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.’ Department for education, National Curriculum.*

### Intent

At Two Moors we provide a broad and balanced Religious Education that is fully inclusive for every child, regardless of background or special educational need. RE is taught using the Devon and Torbay Agreed Syllabus (2019-2024). Its principle aim 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.”

RE is taught every week and pupils are:

- encouraged to discuss and debate the material they engage with so that they are able to give their own coherent reasons to support their ideas and views, while respecting those of others.
- given the opportunity to wonder about the world, to explore connections between beliefs and practices studied and reflect about life in the world today.
- encouraged to ask questions, to be curious and independent learners thereby gaining knowledge of and an empathy for different beliefs and religions.
- The Devon Agreed Syllabus (2019-2024) is designed to support schools in developing and delivering excellence in R.E. It is organised into systematic units of study, thereby helping pupils to develop a coherent understanding of several religions by studying one religion at a time, before comparing different traditions in thematic units. The Syllabus has 3 core elements which are woven together to provide breadth and balance within teaching and learning about religions and beliefs.

These elements are:

- Making sense of beliefs – understanding what these beliefs mean within their traditions.
- Making connections – establishing relationships between these beliefs and pupil’s own lives and ways of understanding the world.
- Understanding the impact – In this element, pupils examine how and why people put their beliefs into action within their everyday lives, their communities and in their wider world.

*Understanding Christianity* resources are used by teachers when planning Christianity units. These resources address questions that are central to the Christian faith. Pupils are encouraged to explore key biblical texts, examine the impact for Christians and consider possible implications. We provide educational visits that support RE learning outside the classroom and stimulate interest in the subject and provide ‘real life’ experiences. We invite visitors into school to help give the pupils a range of different experiences relating to the subject.

At Two Moors the Early Years Foundation Stage Curriculum supports children’s understanding of Religious Education through the planning and teaching of ‘Understanding the World’. Children are

encouraged to use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. Exploring other's views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. In finding out about others, young children are encouraged to reflect on belief, culture and practice and explore faith through finding out about festivals and celebrations, sharing stories, using a wide range of artefacts and resources, roleplay, books and discussion. Language skills are developed so that they can express their thoughts and describe what they notice. Opportunities for visits and visitors are carefully planned to give the children a broad range of experiences.

### **Implementation**

In each unit pupils will be given a word bank/knowledge organiser to create a written piece of work. Teachers build on prior learning, introducing new components in each lesson, assessing understanding and building the spiral of knowledge and skills in RE.

### **Impact**

Children are supported and challenged to help them meet age-related expectations each year. We monitor the impact of our RE teaching through:

- Using pupil voice to discuss individual learning.
- Monitoring pupils' RE books and KS1 Class Books for quality of work, progression of skills and depth of knowledge and understanding.
- Moderating assessments for attainment and progress across year groups and across the key stages.
- Visits to RE lessons
- Monitoring the knowledge and understanding the children retain over time and the number of children who are successfully meeting the end of year milestones.
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