

What does Religion and Worldviews look like at Great Doddington Primary School?

Intent

Our intent is to provide a high-quality RE curriculum that provides our pupils with the RE and vocabulary knowledge and skills they need for the next stage of their education and beyond.

Our RE curriculum enables our pupils to:

- To inspire a love and enjoyment of RE and develop oracy through language acquisition
- Develop curiosity and interest in exploring the world by learning about different places and people (Equality and Diversity)
- Challenge perceptions and create openness and respect for others (Equality and Diversity)
- Develop oracy skills through opportunities for discussion and research
- Make connections to other areas of learning to help pupils make sense of global issues (Equality and Diversity)
- Through the texts we use we aim to reflect a diverse population that encourages social inclusion (Equality and Diversity)
- Provide children with SMSC opportunities
- Develop respect and tolerance for other beliefs
- Support our school values of: respect, resilience, reflection, responsibility
- Preparing the children for life in modern Britain

Our belief is that, using an enquiry-based model well, supports children's critical thinking skills and helps them to develop their motivation to learn. and increase their knowledge and understanding of, empathy with people and their belief, religious or otherwise, will be enhanced.



Implementation

Planning:

At Great Doddington Primary School We use Discovery RE Scheme of work across the school, in line with the Locally Agreed Syllabus, the agreed syllabus for religious education 2018 Northamptonshire County Council. We believe this provides a high-quality learning programme which maps out the British Values throughout the scheme.

RE is taught weekly using the Discovery RE programme. This allows pupils to learn subjects in sufficient depth so that they remember what they have learnt and the planning is sufficiently detailed and sequenced to allow all children to develop a secure long-term understanding, building on what they have learnt before.

Discovery RE advocates an enquiry model with a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself.

Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings. On growing subject knowledge and nurturing spiritual development.

Step 1 – Engagement

- What is my starting point (human experience) in my own world?

Step 2 – Investigation

- What do I need to know ABOUT the world of religion to support my enquiry?

Step 3 – Evaluation

- Critical reflection on the knowledge I have now gained. What is my answer to the enquiry?

Step 4 – Expression

- How does this enquiry affect my position/starting point?

In EYFS all children study important times of year for our community, this includes but not exclusive to: Christmas, Easter, Ramadan and Eid, they have older children from the school in to share their own experiences and have opportunities to understand how these fits into their lives and the lives of others.

In Key Stage 1 and Key Stage 2 all children study Christianity plus one other religion in each year group. This ensures children can revisit prior learning for both religions throughout the year to build on previous enquiries. The lessons use a range of creative ideas as well as challenging higher-order thinking questions and discussion activities.

Impact

We utilise the following methods to gather information about the impact of the curriculum on our pupils' acquisition of knowledge and skills:

- Pupil talk – opportunities
- Observation of pupils' performance
- Summative judgements made at the end of sequences of work
- Observing teaching and learning to identify strengths and needs to further support teachers to become experts

By the time our pupils leave Great Primary School, we aim for them to be able to have developed:

- Critical thinking and evaluation skills
- A broad knowledge of religions and subject-specific vocabulary
- The ability to celebrate diversity within the modern Britain
- A positive attitude towards Religious Education
- An increase in understanding of the wider world

Principles of learning

- To frequently revisit learning.
- To deepen learning by asking questions.
- To enable pupils to appreciate others views, opinions, faiths and religions.
- To develop enjoyment and curiosity in a diverse society.
- To develop the acquisition of oracy skills through discussion and questioning.
- To support children to make connections in their learning with other subjects.