



Curriculum Offer

RE

At Exhall Junior School (EJS), we follow the Warwickshire local agreement for RE (<https://schools.warwickshire.gov.uk/managing-schools/standing-advisorycouncil-religious-education-sacre?documentId=33&categoryId=6>). In line with the National Curriculum for Religious education (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf), we aim for all students to experience a cohesive RE curriculum, rich in opportunities to explore their own beliefs as well as considering the beliefs of others in a respectful way. We aim for all children to explore and learn about a range of religions and worldviews in order to widen their experience and increase their curiosity about the world around them. Our key intentions are to learn about religion and also to learn from religion.

Statement of Intent

Our intent is to support our children in developing an outstanding level of religious understanding and knowledge. We aim to do this through engagement with a range of ultimate questions about the meaning and significance of existence. We want our children 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. Above all, we want our children to develop a respect for other beliefs and religions and appreciate and celebrate the diverse world in which they live. We want to equip children with not only the minimum statutory requirements of the Religious Education National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We aim to ensure a time allocation of 38 hours for the teaching of RE per year. It is our aim to ensure that the key processes: learning about religion (AT1) and learning from religion (AT2) and their elements are addressed and linked.

We aim to ensure that all children leave EJS with an understanding, respectful curiosity and tolerance for religions and worldviews other than their own.

Special Educational Needs (SEND) / Pupil Premium / Higher Prior Achievers

We recognise that all children will learn differently and that some will struggle more with aspects of the curriculum such as RE. Our curriculum allows for a wide range of differentiation, and all staff are well equipped to adapt lessons to meet the needs of all students and ensure that every child is able to access the learning and achieve the learning intention. RE is taught in a variety of ways, allowing for creative lessons where a range of skills are applied.

Those children who are prior higher attainers have the opportunity to deepen their learning through extension tasks and further reflection on their learning. In addition to this, they are also able to support their peers in their learning through the use of peer support and guided discussion.

Implementation

- At Exhall Junior School, RE is taught on a weekly basis.
- We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year.
- In order to support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics as well as previous lessons.
- At the start of each topic, children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Teachers use highly effective Assessment for Learning (AFL) at different points in each lesson to ensure misconceptions are highlighted and addressed.
- Effective modelling by teachers ensures that children are able to achieve their learning objective, with misconceptions addressed within it.
- Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the RE curriculum.
- Pupils are regularly given the opportunity for self or peer assessment, which will then be used to plan subsequent learning.

Following the Warwickshire agreed syllabus for teaching of RE, all students cover the following units in sequential order from joining EJS in Y3.

Unit: L2.1 What do people believe about God?

Unit: L2.2 Why is the Bible important to Christians?

Unit: L2.3 Why is Jesus inspiring to some people?

Unit: L2.4 Why do people pray?

Unit: L2.5 Why are festivals important?

Unit: L2.6 Why do some people think life is a journey?

Unit: L2.7 What does it mean to be a Christian?

Unit: L2.8 What does it mean to be a Hindu in Britain today?

Unit: L2.9 What can we learn from religions about deciding right and wrong?

Unit: U2.1 Why do some people believe God exists?

Long Term Curriculum Plan

https://docs.google.com/document/d/1UErQJKJzkrCYW_aTi42OFE-rTvRm_2-PU/edit?usp=share_link&oid=101363853759850187552&rtpof=true&sd=true

Full Coventry and Warwickshire agreed syllabus

<https://drive.google.com/file/d/1lvW-v1PFaUtmEstW4oUE2bZPYofFFtCO/view?usp=sharing>

Impact

By the end of each key stage 2, pupils are expected to know, understand and apply skills set out in The Warwickshire Advisory Guidance. Assessment criteria has been developed in line with the expectations laid out in the Agreed Syllabus, to enable teachers to assess the progress of the children as they move through each year group. Termly summative assessments are used to determine the children's understanding and inform teacher's planning and further scaffold support for pupils. This data is reviewed on a termly basis by the subject leader who also carries out learning walks, book scrutinies and lesson observations. The impact our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE curriculum.