

Teaching and learning of: RE

INTENT	At Hook-with-Warsash C of E Academy we aim to provide a rich and varied Religious Education curriculum which enables learners to come to understand, and begin to make links between, the beliefs, practices and value systems of the range of faiths studied. Our curriculum follows the EYFS framework and the National Curriculum and we use the Hampshire Agreed Syllabus (Living Difference IV) and the Church of England's 'Understanding Christianity' when planning. RE is closely linked with other curriculum areas, particularly PSHE, in promoting a social awareness and developing understanding in our children.		
	As a Church of England School, knowledge and understanding of Christianity will always remain central to the ethos and teachings of the school, with Religious Education contributing significantly to the school's Christian character. We provide an inspirational, happy, safe and stimulating learning environment based on Christian principles where our children are encouraged to ask questions about the world and reflect on their own beliefs, values and experiences. We provide positive role models, opportunities to explore social, moral, spiritual, cultural and religious issues and an engaging curriculum, which encourages responsible and active learners. As an inclusive community, we will encourage learning about and learning from other religions - fostering respect for other religions and world views. We want our children to build their understanding of our constantly changing world, to develop their ability to reflect upon diverse beliefs and to make informed judgements about religious and moral issues.		
Underpinned by	Knowledge	Mastery	Vocabulary
	Each half term, RE is taught in blocked units which are 'concept' led, making reference to children's own experiences and thoughts. Christianity is the majority study (2/3rds). The children will also be taught about Jewish Traditions in Foundation Stage and Key Stage 1; and Islam and Hindu Traditions at Key Stage 2. In addition, they will complete focus units on 'Diwali' (Hindu Traditions) in EYFS and KS1 and Buddhist Traditions at Lower KS2. Through the units of work taught, children encounter a range of biblical texts and they consider the nature of God and what it means to be a Christian. Children explore the life, teaching, death and resurrection of Jesus and they consider the present and future aspects of the Kingdom of God. The 'golden threads' of community, belonging, special and love are substantive knowledge concepts that run through our curriculum across EYFS, KS1 and KS2 to ensure that children can recall and develop their understanding and experience of religious education as they go through the school.	We aim to develop a mastery approach in Religious Education through acquiring a deep, long term, secure and adaptable understanding of the aspects taught. There are certain principles which characterise this approach. They are: • An aspiration that all children are capable of achieving high standards with all children having the opportunity to discuss and explore the subject and so succeed. • The extension of pupil's thinking, rich discussion and interactive activities further their understanding of difficult concepts and challenging questions. Individualised support and interventions help those who need consolidation.	Children will be exposed to, and become confident in the use of key vocabulary, including 'religion specific' vocabulary. Key vocabulary is explicitly shared, clarified and modelled within each topic. Children are then actively encouraged to use the vocabulary accurately in their verbal and written work.

IMPLEMENTATION	Our Religious Education curriculum aims to allow the children to progress together, with teachers adapting learning and activities to suit the children in their classes. We build in opportunities for questioning, debate, discussion and shared learning to enable a deeper understanding. Children are encouraged to create links in their learning through The Big Frieze (Christianity) and the golden threads, from 'Living Difference IV', to recap prior learning and show how the concepts relate to each other as the children move through the curriculum. RE is taught in line with the Hampshire Agreed Syllabus (Living Difference IV), with due regard to the Church of England Statement of Entitlement for Religious Education and our school values. RE is taught in blocked units each half term and focusses on a key question that children will explore and answer through the Hampshire Living Difference IV Cycle of Enquiry. Each unit of work is 'concept' led, making reference to children's own experiences and thoughts. RE activities take place in a variety of ways - group work, practical tasks, discussions and individual written work. Active assessment is carried out through observations during lessons and discussions and are usually recorded in the class RE books through photographs and notes of what has been said. At the end of each unit, children are assessed against one of the 5 concepts. CPD for the subject leader is via RE network meetings and Hampshire training. In staff meetings, staff are informed of any developments in the subject and have had sessions led by members of the Diocese. Monitoring of RE teaching, discussion with learners, work scrutiny and moderation takes place by the RE leader and members of the Governing Body to ensure planning is covered and that work is of a high quality and is age appropriate. Staff are supported in their teaching of RE, as required.		
	SEND / Disadvantaged The RE curriculum is adapted to meet the needs and styles of all learners. A variety of teaching and learning strategies are used to ensure that all children can achieve, including: • Use of practical, creative activities to show understanding in alternative ways rather than just writing • Group work for peer-peer support • Use of pre-teaching and over learning • Use of technology where required	EYFS The EYFS long term plan follows the EYFS Framework and RE links to Personal, Social and Emotional Development and Understanding the World Around Them. It focusses on the Christian tradition with the children exploring the Jewish tradition of Shabbat in their last half term. Activities are interactive and practical to encourage the children to share their ideas.	Feedback, Questioning and Discussion Feedback is given at the point of teaching and may be written or verbal and in a manner which moves learning forward or helps to embed learning and aid retrieval. Questioning and discussion play a vital role. Children are encouraged to think deeply about RE, identifying connections and exploring concepts. Focus is given to discussion around the knowledge, skills and approach that is needed to explore the concepts and sources. Misconceptions are dealt with in a positive manner in order to develop resilience and confidence.
	IMPACT Children develop the substantive knowledge in RE to help them explore, navigate and understand the world around them, their place in it and the beliefs of others. Children's knowledge and skills develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to inspire them to be curious and to develop a deeper understanding about the world they live in. Children will be excited and enthused about sharing their learning with others and have the confidence to discuss and explore their ideas.		

Children develop their understanding and respect for different religions, beliefs, values and traditions, through exploring issues within and between faiths. Through the RE curriculum, children will have opportunities for personal reflection and spiritual development. They will have developed the skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices.			
Pupil Voice		Evidence in knowledge and skills	Breadth and depth
Children will be given opportunities to feedback on their experiences in RE through discussions and reflections on their work. Success is judged on whether children are positive, confident and actively engaged in RE and able to show understanding of the key concepts within the religion it is focused on, as well as in their wider world. It also reflects the children's ability to talk about their own spirituality.		Progress is clear throughout the year based on informal assessments against Hampshire's Living Difference IV End of Year Expectation statements for each key stage. Children are able to show understanding of key events and vocabulary linked to their topic. They will have demonstrated skills in their lessons and learned how to apply them. Children are confident in using their own understanding of spirituality to reflect on the issues that concern them.	The curriculum follows the Cycle of Enquiry approach. The disciplinary and substantive knowledge is built up throughout the school by: • Recapping and identifying The Big Frieze frame of focus, when looking at Christian traditions. • Exploring the 'golden threads' that are linked to each concept and revisited as children go through the school. Deeper understanding is shown as children are able to tackle more challenging and complex concepts and make wider connections across their learning.