



## **RE Vision Statement**

At Sheffield Lower School, we believe learning through religion makes a significant contribution to children's spiritual, moral, social and cultural development and also to their attitudes and emotional development. It helps prepare children for the opportunities, responsibilities and experiences of adult life in the UK and within our wider global community and forms a valuable part of the school's British Values Education. Religious Education (RE) In Sheffield Lower, happens beyond RE lessons, through spontaneous opportunities that arise across the curriculum for children to experience awe and wonder in the world around them. Our RE curriculum is underpinned by the school's strong culture of Values Education. Together the RE curriculum and school values teach children the fundamental British values of; understanding, tolerance and respect for people of different faiths and cultures; democracy; the rule of law and individual liberty.

Although RE is not part of the National Curriculum, it is compulsory for all primary schools to teach RE throughout Key Stage 1 and Key Stage 2. The RE curriculum that is taught in schools is decided upon by the local authority's SACRE (Standing Advisory Council on Religious Education) and is known as an 'Agreed Syllabus.' We follow *Identities, meanings, values: The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton*, which provides an outline of the key concepts to be studied in RE across the Key Stages.

### **Intent**

At Sheffield Lower School, we develop the children's knowledge and understanding of all major world religions, and we address the fundamental questions in life. These topics and questions are informed by the Agreed Syllabus for Religious Education. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We provide the children with opportunities to learn from religions as well as about religions.

### **The aims of Religious Education are to:**

- Develop an awareness of spiritual and moral issues in life experiences.
- Be able to reflect on and respond to their own experiences.
- Develop an understanding of religious traditions and to appreciate cultural differences.
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- Have respect for other peoples' views and to celebrate the diversity in society.

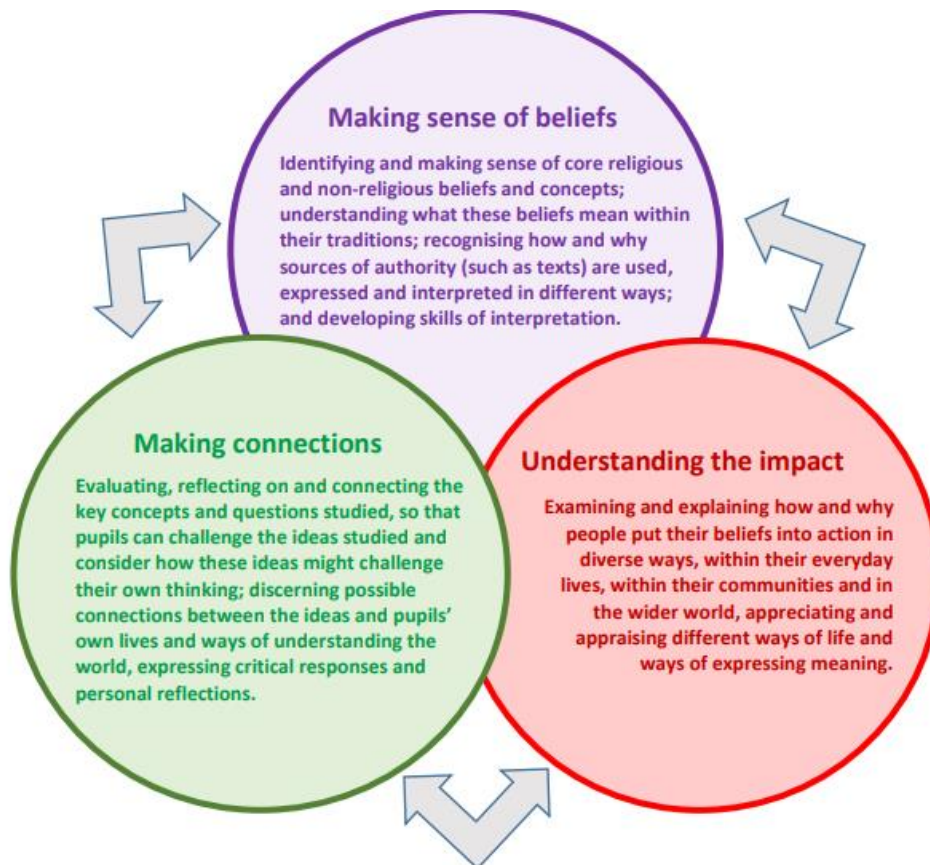
### **Implementation**

RE is taught weekly, following the Bedfordshire, Central Bedfordshire and Luton Agreed Syllabus 2018-2023, which forms the basis for the RE coherence documents. RE units are identified on our whole school curriculum map, as well as on a long term RE curriculum plan. Links are made with year group focused themes where appropriate. Work is recorded in THREAD books and is evidenced in a variety of ways.

See Agreed Syllabus and Long term RE map/ whole school curriculum map for further information.

## Impact

Pupils will be able to...



See unit specific learning objectives linked to the three areas of learning in RE.

## SEND

We aim to create a learning environment that is inclusive and accessible for all pupils. Lessons will be taught in a way that is educational, sensitive, yet enjoyable and teachers will remain inclusive and meet the needs of all children. This is achieved by creating a space that feels safe and will encourage all children to explore their emotions and ask questions through carefully and appropriately planned lessons.

### RE offers all pupils the opportunities to:

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour

### RE Accessibility suggestions:

- Providing evidence of progress in THREAD books– alternatives to written recording are offered, eg drawing or artwork, scribing, Clicker software, mind maps, digital images, video, voice recording
- Some pupils may have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Using Story to facilitate this understanding, Artwork, as well as Drama, role-play, games and simulations, can develop understanding of such concepts.

- Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language
- Use of ICT, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice. ICT can offer alternatives to writing as a way of responding to text – eg creating an electronic presentation with images, as a response to text.
- Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-teaching and reviewing on RE vocabulary is available for pupils, where appropriate. It may be necessary to present the same information in a range of different ways to aid understanding. (Use of knowledge organisers that can also be shared with home)
- Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions. Provide time to think about questions before being required to respond, time to explain, and respect for their responses to questions and contributions to discussions. Additional adults prepare pupils to contribute to feedback sessions, where necessary.