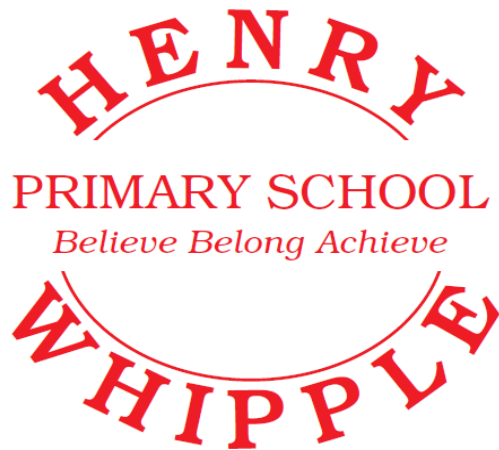
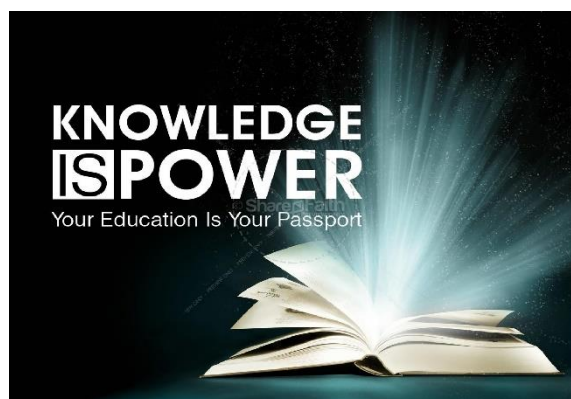


Henry Whipple Primary School



RE



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Intent / Implementation / Impact

Subject area statement

INTENT:

At Henry Whipple...

- ❖ Our mission is to offer a high-quality religious education that will help pupils gain a coherent knowledge and understanding of the major religions in Britain and to promote pupils' intellectual, spiritual, cultural, social and moral development.
- ❖ We aim to inspire pupils' curiosity about RE and for them to understand more about different religions, helping them to challenge prejudice and contribute to change in their own, rapidly changing community. In school, 57.6% of children have a faith - 30% Christian, 15% Muslim, 9% Hindu and 3.6% are from other religions. This number is increasing all the time and our RE curriculum celebrates and reflects this diversity.
- ❖ Tolerance and respect for people who hold different faiths is taught through a carefully planned cumulative RE Curriculum and programme of religious festivals. This deepens children's understanding of different faiths and enables them to consider different parts of religious festivals in more detail.
- ❖ Substantive concepts provide the curriculum strands in our Religious Education curriculum. These being: beliefs and practices, signs and symbols, inspirational leaders, beliefs in action and celebrations and festivals.
- ❖ Within our carefully planned Festival Programme, we ensure that children are exposed to the festivals of Christmas, Easter, Diwali, Eid-ul-Fitr (Years 1-3) and Eid-ul-Adha (Years 4-6) which deepens understanding through a cumulative, spiral programme.
- ❖ In addition, children visit a place of worship every year as a means to further secure knowledge and help the children make meaningful connections between enrichment visits and our cognitive science approach to learning: Year 1 visit a church, Year 2 visit a synagogue, Year 3 visit Southwell Minster, Year 4 visit a mandir, Year 5 visit a mosque and year 6 visit a gurdwara.
- ❖ Through the teaching of RE, we endeavour to teach children empathy, generosity and compassion for others, prompting pupils to consider their own responsibilities and allowing them to consider how actions and words can affect others.
- ❖ Our religious education curriculum also encompasses the school global values. See separate 'Global values and RE' box.
- ❖ We aim to foster children's love of learning and encourage children to develop their understanding of different faiths through our programme of learning away visits to places of worship and talks from people of different faiths in school. We are also keen to welcome parents into school to share their faith knowledge with children.
- ❖ **We know our Teaching and learning Cognitive Science pedagogy within our universal provision effectively supports children with PP/EAL and SEND . EAL and SEND children are also supported through additional and adaptive teaching techniques where appropriate.**

IMPLEMENTATION:

Our curriculum vision is translated into practice by...

- ❖ Children are taught the knowledge, skills and concepts outlined in the Nottingham City and Nottinghamshire RE Agreed Syllabus.
- ❖ Ensuring children's learning is centred in knowing information and being able to retrieve and recall this. We use our learning toolkit skills to enhance this further, ensuring children can make inferences about sources, make connections, summarise events, predict significant figure's actions based on known information, evaluate sources of information and apply key vocabulary about a topic.
- ❖ Within our pedagogy, we include a range of metacognitive skills. Children also use a range of graphic organisers as a means of representing their information and organising their thoughts.
- ❖ We look for opportunities to invite visitors into school and encourage parent participation through learning together opportunities.
- ❖ We have active links with Arnold Road Evangelical Church and participate in activities and festivals at the church. Additionally, church leaders lead an assembly in school every half term.
- ❖ Progression in knowledge, vocabulary and skills is planned for to enable clear progression in learning. Increasingly challenging questions deepen and broaden the children's learning and pupils are given the opportunity to develop perspective and reflect as well as thinking critically.
- ❖ Our mission aims to ensure that children leave the Foundation Stage with knowledge of religions and world views, special people, festivals and special books through stories, songs and role play.
- ❖ Children leave Key Stage 1 knowing about and understanding religions (Christianity, Judaism and Humanism) and the subject specific vocabulary associated with these religions and world views.
- ❖ Children leave Key Stage 2 able to compare and contrast the religions and world views studied in Key Stage 1 as well as Hinduism and Islam. They understand the significance of these religions and recognise the diversity of the world in which they live.
- ❖ Children use graphic organisers to help present knowledge in different ways, such as grouping ideas, comparing and contrasting, summarising information and showing knowledge and where children have gained understanding from.
- ❖ Teaching RE discretely but making meaningful links across subjects where appropriate. For example, RE is often linked to English with meaningful connections between knowledge learning and writing opportunities. Children access high-quality texts linked to the area of knowledge within reading.
- ❖ Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained.

IMPACT

We know our curriculum works for our pupils through...

- ❖ Tracking of progress against core year group expectations: with the expectation that all pupils achieve expected standards in RE.
- ❖ Our RE curriculum is well planned to demonstrate progression.
- ❖ Children demonstrate a positive attitude towards people of all religions and show an understanding of cultural beliefs different to their own.
- ❖ They demonstrate respectful behaviour to all and this is transferable outside school when learning away.
- ❖ Pupils are interviewed about their RE learning and have opportunities to show what they have learned through pupil voice and book scrutiny.
- ❖ Children's work is presented in their RE book. These give examples of the expected level of achievement in RE for each year group in the school.

Global Values and RE

RE offers opportunities to build an accurate knowledge base about cultures, religions and beliefs in relation to values. This supports children to move beyond tolerance for others towards increasing respect, harmony and mutual esteem. Celebrating diversity is an integral part of learning at Henry Whipple.

Mutual tolerance - *The baseline for a fair community is that each person's right to be themselves is to be accepted by all. RE can teach children to be respectful and to celebrate diversity, but tolerance is a starting point.*

Respectful Attitudes – *The RE curriculum focuses on developing mutual respect between those of different faiths and beliefs promoting the benefits of a diverse society. By learning about different religions and world views, pupils recognise and celebrate diversity and are challenged to be broad minded and open hearted.*

Democracy- *In RE children learn the significance of each person's ideas through discussion and learn to respect a range of perspectives. This contributes to learning about democracy.*

The Rule of Law- *In RE pupils examine different rules, precepts or commandments offered by different religious communities. They learn to appreciate how people choose between right and wrong, good and evil and how they apply to their own community.*

Individual Liberty- *In RE pupils consider ideas of identity, belonging and diversity. They study inspirational leaders from a variety of religions and world views and learn about persecution and the importance of change for human development.*

RE TEACHING AT HENRY WHIPPLE:



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Curriculum on a page overview

Our over-arching philosophy that underpins our teaching approach at Henry Whipple across all subjects is: 'Knowledge is Power' Our RE provision aims to give children deeper knowledge of Christianity, Judaism, Islam and Hinduism along with other world religions and worldviews.	Big ideas Children need to learn about Christianity and other world religions and worldviews so they can recognise the diversity which exists within and between communities. RE promotes pupils' intellectual, spiritual, cultural, social and moral development. It enables children to build their sense of identity and belonging in order for them to work collaboratively and harmoniously as young people and adults in a diverse society. It promotes tolerance and respect for others.	Content and sequencing Our RE curriculum is based on 'Religious Education for All' - the agreed syllabus for Nottingham City and Nottinghamshire. The programme of study sets out the coherent sequence of lessons that demonstrate progression within the subject, that allows children to progress and for understanding to be deepened - along with the vocabulary progression for each year group. Knowledge is built upon over the years. Foundation children are taught RE through stories, special people, times, places and objects. Year 1 – celebrations, caring for others, symbols in religion and stories of Jesus Year 2- leaders, beliefs and practise, belonging, and stories from Judaism and Christianity. Year 3 – beliefs and questions, religion, family and community, worship and sacred places, leaders. Year 4- the journey of life, pilgrimages, music and worship, beliefs and practise. Year 5 – great leaders, beliefs and importance, beliefs and questions, expression of belief Year 6- wisdom and authority, religion in Nottingham, beliefs in action.
Cross-Curricular Links Work across subjects is linked wherever possible. RE is linked closely wherever possible through other learning, such as reading and writing. We select appropriate texts carefully to highlight the key knowledge about select topics that showcase subject specific vocabulary.	Vocabulary Precise vocabulary that builds pupils' understanding is carefully selected so that pupils can access learning content that is subject specific and relevant for accurate learning of the subject. Vocabulary is modelled and applied within meaningful contexts so that pupils retain and use it in their learning and spoken language. Children learn to apply this within context to discuss and write about the given subject.	Knowledge retrieval Pupils revisit key concepts and important lesson content through regular quizzing so that learning is embedded within long-term memory. Prior learning is briefly revisited before each new programme of study and before each lesson Low-stakes quizzing is used to assess gaps in understanding and to inform sequences of learning so all pupils achieve in wider curriculum areas. Enrichment Enrichments provide a learning hook for all classes (including Learning Away opportunities) so that a context is provided to pupils for their learning. Where possible, children visit places of worship or receive visits from local religious leaders