



Religious Education at Lingham Primary School

Intent

At Lingham Primary we are committed to ensuring our RE curriculum is fully inclusive, ensuring that all pupils enjoy their learning and have opportunities to succeed. The aim of religious education in our school is for pupils to develop knowledge and understanding of Christianity and other principal religions and non-religions represented in Great Britain; to appreciate the impact that religious beliefs have on people's lives and communities; to engage with questions raised by religions and to develop the ability to express personal beliefs and values, whilst respecting the right of others to differ.

RE teaching is delivered using the Discovery RE scheme of work and the Wirral Agreed Syllabus. These programmes of study reflect the fact that religious traditions in Great Britain are in the main Christian, and as a result, Christianity is taught across all key stages. Pupils develop their knowledge of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians, their faith provides a way of interpreting life and its meaning.

We also recognise the importance of teaching pupils about the diverse nature of worldviews and so from F2 onwards, other principal religions are introduced: Hinduism, Sikhism, Buddhism, Islam, Judaism (see whole school overview for coverage). Additionally, pupils in KS2 learn about Humanism. In learning about other religions, pupils develop British values by showing mutual respect and tolerance for alternative beliefs. Our curriculum ensures that pupils acquire knowledge about religious beliefs, teachings, ways of life, practices and forms of expression. Within each topic we support pupils to understand and use specialist religious vocabulary, such as, *fasting*, *Hajj* and *zakah* (Year 6 topic on Islam).

RE has a significant role in helping pupils to engage with challenging spiritual, moral, social and cultural questions that may arise in their lives. The RE curriculum at Lingham Primary is carefully designed so that children learn about religion in order to learn from religion. For example, when listening to the story of The Good Samaritan, pupils reflect on how they themselves could be a good neighbour. Where possible, meaningful links are made between religious teachings and our school values. In the example of The Good Samaritan, pupils are reminded of kindness and love.

As a school we are passionate about global citizenship and whenever possible, we make meaningful links to this through RE. When learning about the theories of creation, pupils are encouraged to develop awe and appreciation for the world around them, whilst also reflecting on the role that they have in protecting this world.

Each year group uses the Discovery RE scheme of work. Subject leaders have thoroughly examined the scheme to ensure that it meets the requirements of the Wirral Agreed Syllabus. Further details can be found in our *RE on a page* document.

Implementation

RE is taught discretely through a weekly lesson in KS1 and KS2. RE is also embedded within the F2 curriculum, mainly as a contributor towards early learning goals in *Understanding the World* and *Personal, Social and Emotional Development*

Within KS1 and KS2, lessons take on an enquiry-based approach (see appendix 1). Each half-termly unit explores one or more of the following big ideas:

- Continuity, Change and Diversity
- Words and Beyond
- A Good Life
- Making Sense of Life's Experience
- Influence, Community, Culture and Power
- The Big Picture

Lessons are designed to develop the knowledge and skills outlined in the Wirral Agreed Syllabus.

As part of our RE Curriculum, all children gain 'real-life' experiences to help them embed knowledge and extend their learning. Whenever possible, we provide experiences that foster links with our local community. For example, visiting Moreton Methodist to learn more about Christmas and Easter.

Our teaching in RE uses a variety of strategies, including:

- exploring sacred texts
- taking part in workshops delivered by members of community faith groups
- using imaginative play or drama to express feelings and ideas
- responding to images, stories, art and music
- taking part in whole school events (Harvest Festival, school performances)
- participating in moments of quiet reflection
- using ICT to explore religion and belief globally

- debating and communicating religious beliefs, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

We support children to embed knowledge from previous topics and make connections between areas of RE (and other curriculum areas) through regular retrieval activities. These can include: direct comparisons in teaching, prior knowledge grids, high quality displays and quizzes (see appendix 2). For example, Year 5 pupils use their prior knowledge to compare and contrast ways in which Sikhs and Christians show commitment to their religion.

Collective worship is delivered daily through assemblies or circle time activities within class. Worship has a variety of aims, including, reflecting on our school values; celebrating special occasions together; considering and responding to ultimate questions of life; developing a community spirit and reflecting on readings/stories from religious texts.

To support staff with the delivery of RE, the SLs work alongside SLT to monitor planning, work and pupil voice and then feeds back to staff. The SLs are also responsible for organising enrichment activities, such as church visits.

Impact

Assessment criteria have been developed in line with the expectations laid out in the Wirral Agreed Syllabus and the Discovery RE scheme, to enable teachers to assess the progress of the children as they move through the key stages. A variety of activities/methods are used to ensure that the planned curriculum has been taught and understood by our pupils.

Our RE on a page document ensures that all staff are aware of curriculum coverage from previous years. Retrieval activities are regularly included within lessons to ensure that this knowledge is embedded for pupils (examples within appendix 2).

At different points throughout a unit of work the teacher will use assessment activities such as a verbal discussion, group presentation, drama activity or mind map. This formative assessment helps teachers to identify which elements of the unit of work are well developed and which may need further reinforcement. It also helps to inform further differentiated support needed for pupils. Results of formative assessment are regularly updated on a simple tracking grid.

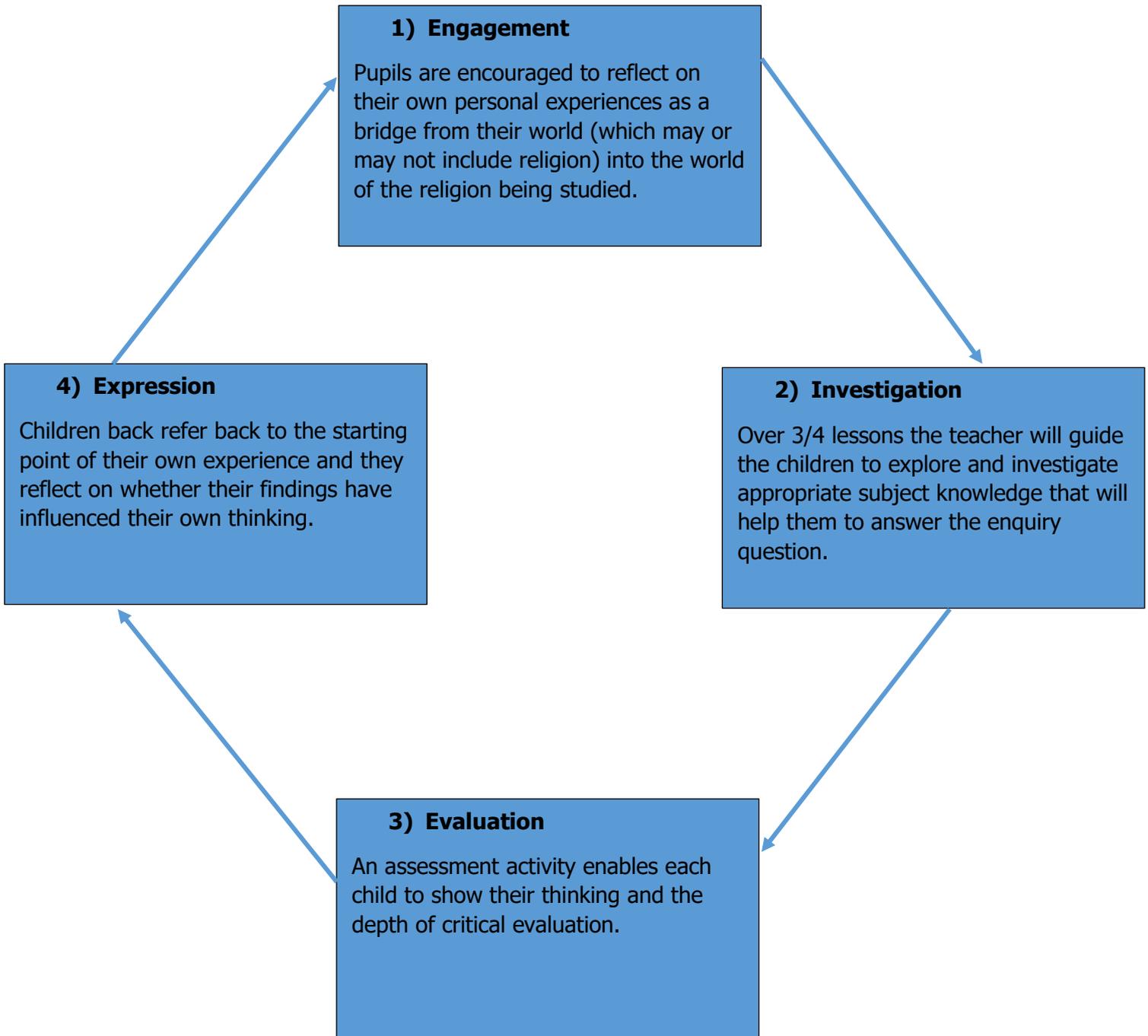
At the end of a unit the teacher will devise an assessment task, appropriate to the children's stage of development, to assess the pupils' knowledge, skills and understanding. For example, a topic quiz, an art activity, an ICT presentation, a drama activity or a class discussion. This assessment will be recorded on our RE

assessment grids and used to plan the next unit of work. Assessment of SEND pupils is carefully considered to allow pupils to demonstrate their understanding.

To help embed knowledge, teachers plan additional opportunities to reinforce learning. For example, using an assembly on hope to recap the story of Noah's Ark. Where appropriate, meaningful links to other curriculum areas are made. For example, a PSHE topic about celebrating diversity is used to reinforce acceptance for varying religious views.

The subject leaders, alongside SLT will conduct other activities across the year to monitor the impact of our RE curriculum. These activities will include looking at pupils' work, spending time in lessons to get a feel for what it's like to be a pupil learning RE in the class, speaking with pupils about their learning and about how their teacher helps them to develop their skills and remember content. There will also be discussions with the teachers delivering the lesson. The aim of these activities is to build up a connected view of how well the curriculum is learned by our pupils. This will enable us to evaluate the overall effectiveness of our RE curriculum, making improvements as appropriate, so that pupils leave ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

Appendix 1- Enquiry process followed for all units Y1-6



Appendix 2- Examples of retrieval activities

L5 Judaism-
Passover

Retrieval Practice Challenge

How many points can you score?



| | | |
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| <p>1 point</p> <p>How many Gods do Christians and Jewish people believe in?</p> | <p>2 points</p> <p>Who helped free the slaves from Egypt?</p> | <p>3 points</p> <p>What is the name of the holy city for Judaism?</p> |
| <p>2 points</p> <p>Name two places where Jewish people might pray.</p> | <p>1 point</p> <p>How many plagues did God send to punish the pharaoh in Egypt?</p> | <p>4 points</p> <p>How are Christianity and Judaism similar and different?</p> |
| <p>4 points</p> <p>Why is Passover celebrated?</p> | <p>3 points</p> <p>Name 3 foods that feature in the <u>Sedar</u> meal.</p> | <p>1 point</p> <p>What is the name of the Jewish holy book containing the 10 commandments?</p> |

Kindness

- Put two of these words into a sentence:

| | | |
|----------|------------|-------------|
| Kindness | Christians | Neighbourly |
| Bible | Parable | Jesus |

The Parable of the Good Samaritan

- Quick quiz:

Why didn't the first two people stop to help the injured man?

What did the Good Samaritan do that was kind?

Why did the Good Samaritan stop and help?

What does this parable teach us?

