



Religious Education at Bulwell St Mary's C of E



Vision

Our RE curriculum aims to provide children with experiences to develop their skills, knowledge, compassion, wisdom and understanding of an everchanging world. It will empower and equip the children with skills to deal with, and explore, the big questions of life. We want children to see Christianity as a diverse global faith. We also want the children to gain knowledge, understanding and respect of a range of religions and world views; appreciating and enjoying the rich diversity whilst gathering a deep understanding of world views and religions. We aim to support children in their understanding of the concept of religion; its continual influence on Britain's cultural heritage; and in the lives of individuals and societies in different times, cultures and places.

Teaching and Learning

The RE curriculum has been carefully designed to ensure that children are getting a comprehensive understanding of Christianity but also includes a multi-faith approach to learning with our Christian values interwoven. Each year group studies both Christianity and one other world religion weekly, which will be revisited in another year group during their school journey.



Implementation

For Christianity, we follow the Understanding Christianity framework to underpin learning across our school in all year groups. This is carefully planned scheme ensures a comprehensive and thought-provoking view of Christianity, which provides great learning and discussion throughout our children's school life. Alongside this, we use the updated Nottingham City Agreed syllabus, Religious Education for all. This ensures that our multifaith approach is led by insightful ideas, deepens questioning in our children and provides a great back bone to the fantastic learning in our school.

We also ensure that there are many cross curricular opportunities to develop knowledge and learning in school, such as the Reflection Garden – available at lunch and breaks, Collective Worship, religious music and singing, art, outdoor learning, personal experiences from the children in classes and continually developing our digital learning in RE.

How do we evaluate the IMPACT of teaching and learning?

Regular book looks, teacher meets, pupil voice and learning walks allow monitoring of the impact of teaching and learning and provide ideas for next steps to enhance our teaching and learning practices in RE.

How do we use digital tools to support teaching and learning?

Digital is used as part of a multisensory approach to learners as and when needed to scaffold, support and deepen understanding. It is used to help bring faiths and stories to life through videos, artefact studies etc. Digital is also used as a way of recording thoughts and ideas.

Assessment of Religious Education

We take informal assessments in RE throughout lessons to inform and adjust next steps to deepen understanding and promote exploration and self reflection.

RE is formally assessed once every term on the key concepts. Staff use these assessments to inform planning and monitor progress from one year to the next on the key areas studied within Understanding Christianity and the RE Syllabus.

Resources

All classes follow the St Mary's RE Curriculum ensuring progression from EYFS to Year 6.

Each year group visits a different place of worship.

Classes have an RE Big Book where learning can be recorded.

Resource boxes contain artefacts to enhance teaching across all faiths.

The Big Frieze provides discussion points in a visual way.

Adaptations in RE

Specific adaptations are made for pupils as necessary to enable them to engage in RE lessons.

Pre-teaching, dual-coding of vocabulary, use of digital devices to support and scaffold learning. Differing versions of stories and a multisensory approach are all used to engage all learners.



Environment

All classrooms have a Reflection Area. This is an area that the children can use at designated times but also as a place for personal reflection throughout the day. The area is designed to be a calming space that is inclusive for all. All classrooms have a story cross and access to Bibles at the relevant level. There is opportunity in these spaces for the children to 'Think, Breathe, Pray' if they want to with engaging activities to help them reflect.

Classrooms have a handprinted cross on their doors symbolising their unity and the fact that all the children belong within the classroom.

Books about world faiths are available in each classroom aswell as around school in key areas. Books about faiths within the class are available and key festivals celebrated.

The Reflection Garden is available at lunchtimes and breaktimes for the children. We have a world faith display in the reception area celebrating the faiths of all of our children.

Teaching and Learning in EYFS

RE in EYFS is covered through Personal, Social and Emotional Development and Understanding the World aspects of the curriculum. RE is accessed by the children in different ways including directed teaching, SCARF (PHSE) lessons, Collective Worship, daily prayer and Bible stories. Photographic evidence can be seen on wall displays, Class Dojo and in the class Learning Journey.

Review > Vocabulary > Model > Guide > Independent

Key Religious Education learning opportunities throughout the year:

Autumn 1: Belonging

F2 Church Welcome Service and Bible gift

The Lost Sheep – Bible story

Autumn 2: Peace and Conflict

Diwali

Christingle Service at church

Christmas Craft/Christmas Party/Nativity

Spring 1: Aspirations

Chinese New Year

The Good Stranger – Bible Story

Spring 2: Journeys

Easter craft/The Easter story

Summer 1: Environment

Noah's Ark – Bible Story

Summer 2: Changes

Environment

The Foundation Unit has a Reflection Area with an age appropriate Bible (which every child receives at a special church service at the start of F2) and religious artefacts and symbols that the children can access during their Continuous Provision.

Recording Learning in EYFS

Aspects of learning within RE are recorded in a class Learning Journey. Assessment Books are used at three points throughout the Year. These are then passed on through the school to record the children's learning journey throughout their time at Bulwell St Mary's.

Adaptations in Religious Education

Adaptations in RE are personalised based on class and individual children. Examples include:

- Personalised Curriculum
- Additional physical resources
- Pictorial representations
- Pre/post teach
- Questioning

Vocabulary

New vocabulary is identified at the start of each learning point. It is practised in a multiskilled approach to ensure all learners can access it: written, verbal, symbolic, physical (clapping syllables). Specific vocabulary is identified within the school curriculum and is progressive through each year group.

