

THE VAYNOR CURRICULUM

RELIGIOUS EDUCATION ONE PAGE OVERVIEW

“Inspired to be the best that I can be!”



INTENT:



Love for Learning:

By developing children’s personal ability to understand who they are, who they want to become and how to achieve that through knowledge of religions, beliefs, and cultures. Empowering children to have vision and strong personal beliefs and for them to understand that they have the right to be themselves.



Enquiring Minds:

By giving children opportunities to explore world religions, beliefs and cultures and not limit experiences for them is crucial to be able to choose their own pathway of faith. We will give them personal experiences and share other’s experiences to enhance their understanding of diverse cultures of the world. We will encourage children to ask questions about meaning, purpose and truth, identity and values.




World Wise:

Children will develop their sense of belonging through understanding local, national and global faiths. Understanding how faiths and beliefs shape communities across the world is fundamental for children to have a wider perspective of their place in the world.

To ensure progression throughout each year group, Religious Education has been mapped using core concepts and through world religions, faiths, and festivals. By doing this, our children build on previous knowledge taught and each year they see how their knowledge relates to each core concept, religion, and festival theme.

CORE CONCEPTS IN RE

Believing	Expressing	Living
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VAYNOR VALUES	LEARNING SUPERPOWERS 	
RESPECT		
HONESTY	Challenge Taker	Motivation
KINDNESS	Resilience	Independence
FORGIVENESS	Confidence	Creative
HAPPINESS	Empathy	Inquisitive

IMPLEMENTATION:

The curriculum is mapped using the 3 core concepts and then a different religion is covered each year. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice.

How RE is mapped across the school:

OUR BIG IDEAS

Term	EFYS	Year 1	Year 2	Year 3	Year 4
Autumn	Belonging Christmas	Faith & communities Christianity	Islam Christmas	Creation God	Christianity Hinduism
Spring	Christianity Easter	Judaism	Islam Easter	Islam Judaism	Hinduism Easter
Summer	Special places Special times & stories	Creation Caring for the world	Christianity Sacred places	Christianity- Jesus Making the world a better place	Christianity Significant events of life

Approach to Learning:

RE is taught weekly for an hour per lesson. In addition to this, children spend time learning about the core concepts in shared whole school assemblies around religious celebrations and festivals. This enables learning to happen at the time of the celebration itself and makes connections to new articles and celebrations in the community. Trips to local places of worship are also organised.

Approaches to Recording:

- Books used to document main learning journey
- WALTs and steps to success
- Range of recording activities including writing opportunities and LAC
- Photographs and digital recordings.



Monitoring:



- ✓ Planning scrutinies, pupil discussions and lesson observations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD and curriculum

IMPACT:

RE Specific Impact Measures

Observation, questioning, discussion, and written opportunities are used as a method of assessing pupils understanding and knowledge of different religions, beliefs, and cultures.

Tracking and Recording Assessments

We use foundation subject school trackers half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision.

