

RE



IN A NUTSHELL



Our Religious Education Intention

We ensure our lessons allow children to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

What Religious Education at King's Stanley C of E Primary School looks like.

- We follow the Gloucestershire Agreed Syllabus and use the resource Understanding Christianity to supplement this.
- We have a whole school overview of the units of work which covers these religions- Christianity, Islam, Judaism and Hinduism.
- RE sessions are timetabled once a week in every year group.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- The teaching of RE at King's Stanley equips pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.

- RE at King's Stanley develops pupils' aptitude for dialogue so that they will be able to participate positively in our society, with its diverse religions and beliefs.
- Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Assessment

- *We assess learning outcomes in RE and look to see if our pupils are, emerging, meeting expectations or exceeding expectations in the individual units of work.*
- *We assess each unit of work and make a professional judgement based on work sample, recall discussions and other responses to teaching and learning.*
- *We assess end of phase expectations at age 7 (Year 2) and age 11 (Year 6).*

IMPACT

- Pupils will be able to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
- The % of pupils meeting the end of phase expectations at age 7 and 11 will be in line with national averages