# ‘R.E on a page’

**RMS Purpose for RE: Our Religious Education challenges us to find answers to life’s ‘big questions’. We gain knowledge from our study of religions and worldviews and also through our understanding of one another. We learn to seek accuracy but also appreciate perspective. We reflect on our own and shared beliefs and values, nurturing the virtues of respect and empathy, which are important in our diverse society.**

## ‘Building Strong Foundations ’

### Planning

Units are taken from the North Yorkshire 2024-29, Outstanding Christianity, R.E. Today and the Farmington Methodist Units

Content is broad, exploring Organised World views, Personal Worldviews and Personal Worldviews.

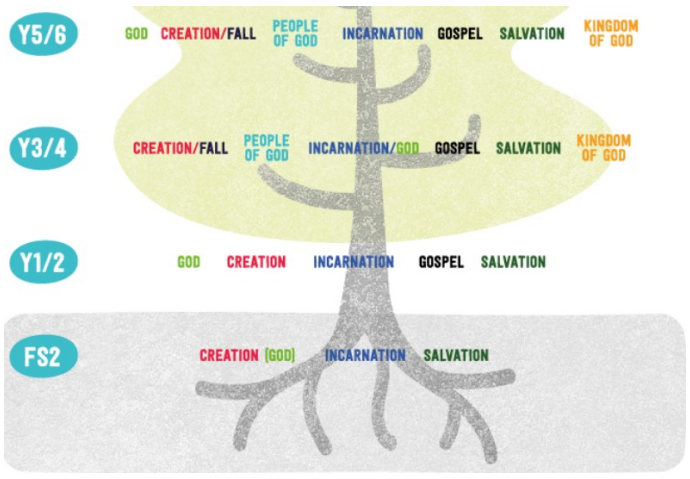
### Resources:

- Artefacts, visitors, virtual and real visits and the natural world. Music compositions and artwork inspired by faith.
- Widget is utilised to support children with vocabulary and provides scaffolded support throughout

### Oracy

- Oracy plays a pivotal part in the development of language and writing. Children are given the chance to discuss ideas, role play and verbally rehearse ideas.

### Understanding Christianity Key Concept Building Blocks

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a **theological and conceptual basis**, taking seriously Christian accounts of the ‘big story’ of salvation and the relationship of the reader/pupil to these texts

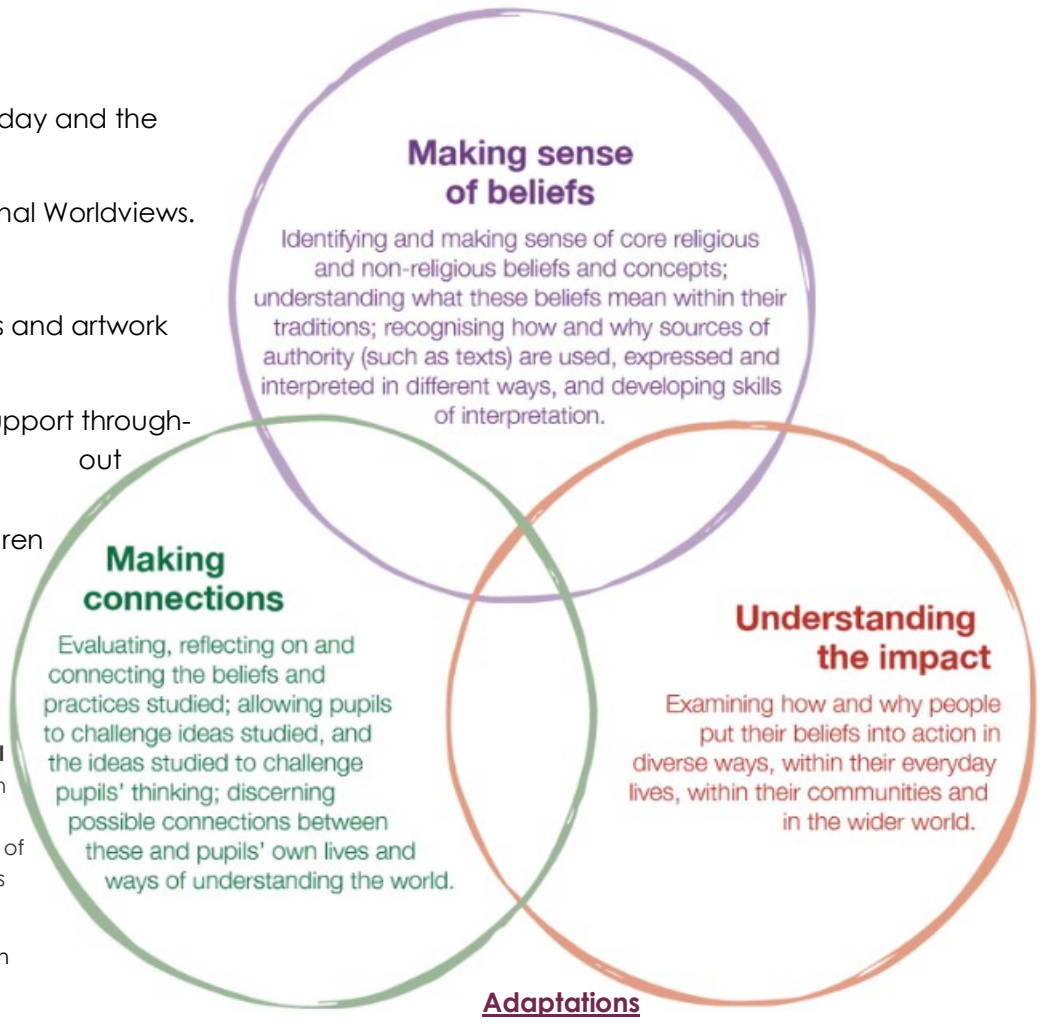
a clear outline of **core knowledge ‘building blocks’** in relation to Christianity,

a **teaching and learning approach** to enable pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living, including opportunities for pupils to examine and evaluate

### Assessment & feedback

- Pupils will be provided with verbal feedback in every lesson; this may be individually or in groups.
- Addition guidance can be found in our *Marking and Feedback Policy*.
- Insight Tracking is used to assess children against our writing objectives.
- Knowledge checkers/ reflection times are used to determine movement in thinking.

### Our Developmental Learning Process




### Adaptations

(Disadvantaged, SEN, Looked-after, known to social care and other barriers)

- Effective Assessment for learning enables staff to make adaptations within lessons to enable all children to access the curriculum.
- Live Marking allows staff to identify misconceptions and address these in-the-moment. This may be on an individual, group or whole-class level.
- Staff carefully plan adaptations to stretch and challenge all children, including use of technology to overcome barriers.
- Catch-up opportunities and interventions are provided in addition to QF teaching.
- Clicker is used to support children with their writing
- Proceeding lessons are adjusted accordingly to reflect the emerging needs of pupils. Staff will provide opportunities for revisiting gaps in knowledge.

### North Yorkshire Syllabus 2024-29

**The aim(s) of RE**

- **The threefold aim of RE elaborates the principal aim.**
- **The curriculum for RE aims to ensure that all pupils:**
- **1. Know about and understand a range of religious and non-religious worldviews so that they can:**
- • describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- • identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews
- • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- **2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:**
- • explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
- • express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- • appreciate and appraise varied dimensions of religion.
- **3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:**
- • investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- • enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- • articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people’s lives.

**Religious traditions are to be studied in depth as follows:**

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| 4–5s Reception | Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it. |
| 5–7s Key Stage 1 | Christians and Muslims or Jewish people |
| 7–11s Key Stage 2 | Christians, Muslims, Hindus and Jewish people |

Important:

**We consider the pupils we serve in deciding whether to go beyond the minimum entitlements to learning about religious and non-religious worldviews.**

### Review/ plenary

Effective assessment for learning allows staff to provide in-the-moment feedback to children during or after lessons. Pupils will also be guided to reflect on their own or a peer’s learning during the lesson. **Every session begins with Key Questions and ends with ‘What does this key question’s findings mean to me?’**

## ‘For All ’