















RE Curriculum Rationale

At Langwith Bassett Junior academy we know that Religious education contributes dynamically to children and young people's education, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They are encouraged to develop enquiring minds, and to think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views. Religious Education helps to equip students with the knowledge, understanding, skills, attitudes and values to support their life journey and enable them to participate in their communities and in the world as informed, respectful, responsible and caring members of society.

The approach is based around six principles:

To be completed after our consultation process.

INTENT		IMPLEMENTATION		IMPACT	
 Alignment to the NC	RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over). It is a necessary part of a 'broad and balanced curriculum'. The statutory curriculum is agreed at a local rather than National level.	 Pedagogical Approaches	Our PSHE and RSHE curriculum provides opportunities to deepen our knowledge through discussion, cross curricular links to events in history, high quality text stimulus, clarification of vocabulary and cultural capital. Reflection, Empathy, Investigation, Interpretation, Evaluation, Analysis, Synthesis, Application, Expression	 Approach to Assessment	Formative assessment is used throughout lessons to provide summary judgements.
 End Points	All pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study	 Teachers' Expert Knowledge	Teacher development is central to the success of all our pupils and there is a designated PHSE and RSHE Leader who regularly monitors the subjects.	 Performance Data	End of year summary teacher assessments are shared with parents and carers..
 Sequencing	RE is developed around learning themes which the pupils revisit over FS KS1 and KS2 in order to strengthen, deepen and extend learning. These themes are, books and stories, Key individuals Special places, Celebrations and festivals, Belonging, Our world, Belief and behaviour	 Promoting Discussion & Understanding	RE, taught well, provides a safe space to discuss, experience and respond well to difference – a space where students can engage with controversial issues and learn to disagree respectfully with each other. This can play a key role in fostering good relationships between different groups within the school and in later adult life.	 Pupils' Work	Children's work will be collected and recorded in a whole class floor book. This will be used as a way of securing and showing learning and not simply a record of activities done in class as this does not necessarily evidence the learning that has taken place.
 Addressing Social Disadvantage	A key principle of our teaching is about belief that every child can engage with the curriculum for their year group, unless they have an identified barrier which prevents this. Pre-teaching and keep up intervention are in place to ensure that all children can engage with the key learning. The structure of the curriculum is designed to ensure all children can engage and access learning.	 Knowing More & Remembering More	Our curriculum long term plans have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in lessons where teachers articulate their own learning for example using recall and retrieval practice. Regular monitoring provides the children with the opportunity to recall their learning.	 Pupil Voice	The senior leadership team along with the PSHE and RSHE subject leader will measure impact through talking to pupils regularly. Pupils will be asked about their learning in these lessons, how they found the lessons, what aspects have they covered and share their views on the curriculum.
 Local Context	A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.	 Teacher Assessment	Children's understanding will be measured through specific focused activities such as a retrieval quiz or practical enquiry. The use of retrieval strategies such as quizzes will allow the class teacher to identify if children have transferred key knowledge to their long-term memory.	Key links:	

