



Individually Strong, Collectively Stronger!



Religious Education

Intent:

Children at Allen Edwards will leave with a secure understanding and knowledge of Christianity, other principal religions – Judaism, Islam, Hinduism, Buddhism, Sikhism – and non-religious world views represented in Great Britain. Children will build progressively a core knowledge base of traditions and beliefs within and across religions, making connections where appropriate and possible. Through a carefully constructed RE curriculum, our pupils will cultivate a positive attitude towards living in a diverse and multi-cultural society with many religions and beliefs. Pupils will develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. As a result of their progressively developed understanding, children will be able to make reasoned and informed judgements about religious and moral issues, referring to their own beliefs and the teachings of principal religions in the UK. Children will be equipped with skills to take their place and contribute to a diverse, multi-religious and multi-secular society.

Impact:

As children move through their RE learning journey at Allen Edwards, they develop an awareness of their own and others' religious beliefs, traditions, values and views. Through the progressive building of core knowledge, children have a foundational understanding of the six main religions within the community as well as an understanding of how to find out and learn about religion. As a result of RE teaching and learning, children have an increased awareness of their own presuppositions and values about religion and non-religion. Formative and summative assessment practises are used to ensure that children grow to ascertain the knowledge, skills, sensitivity and understanding to develop as confident and productive members of their local multi-religious community and the wider world. Through inspiring religious creativity and curiosity, RE enables children to achieve a sense of belonging whilst simultaneously developing their individuality.

Implementation:

Teaching and learning in Religious Education (RE) is based on the agreed syllabus for RE utilised across all Lambeth schools. In KS1, our RE curriculum focuses on four main religions: Christianity, Islam, Hinduism and Judaism. In KS2, children develop knowledge about these four religions further and build knowledge and understanding about an additional two religions: Buddhism and Sikhism. Throughout RE lessons, teaching and learning actively promotes the values of truth, justice, respect for all and care for the environment. Children develop the skills of valuing themselves and others, celebrate diversity in society and understand the role of family and community in religious beliefs and activities.

RE lessons are taught discretely across all year groups at Allen Edwards. Most year groups block their RE teaching and learning to allow for an in depth study of a specific aspect of a chosen religion across a day or two each term. This provides adequate curriculum time to enable children to build upon their knowledge rapidly and pose questions or develop an exploration of content without other curriculum time constraints. All teaching and learning is recorded in a class RE book, which demonstrates the core knowledge for each unit as well as ways of knowing that have been developed as part of the unit. Differentiated activities are used to support and extend learning as well as providing multiple opportunities for children to share their own experiences of religion within their family and community and their religious beliefs.

The teaching and learning undertaken during RE lessons ensures that the children have a clear understanding of their learning. Substantive knowledge is presented clearly to the children through a variety of engaging methods, such as narratives, role play, discussion, use of research and visuals. This range of teaching approaches ensures that RE teaching and learning is stimulating, interesting and children are actively engaged in their learning. Discussions are used as a means of children carefully considering and evaluating thoughtfully their own and others' views. These discussions are structured – through teacher questioning, facilitation by the teacher and the teacher summarising the key points – to ensure children develop a reasoned and informed manner when participating in class and group discussions.

Questioning is used well to ascertain prior learning recall and to further support or challenge the learning. Pupils are given space to pose their own questions, reflecting on what they have learnt previously and how this is being developed further. Through enquiry, children carefully consider issues of beliefs and truth within a range of religions. By applying their core substantive knowledge – both within a specified religion and across other religions –, the children answer key questions to ensure a secure grasp of important religious principles. Children ask and answer questions, which supports their understanding of how different faiths and religions are interdependent but also highlights how they are independent of one another.

Key vocabulary, language and content is explicitly taught during RE lessons to ensure learning is precise and purposeful. Throughout an RE unit, opportunities for children to revisit prior learning and planned and implemented to develop an automaticity of core knowledge and vocabulary. This knowledge, which is committed to the children's long-term memory, is then built upon across their RE learning journey at Allen Edwards.