

ONE VOICE

Religious Education at TORKINGTON PRIMARY SCHOOL



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INTENT

RE



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INTENT- Religious Education

- ▶ The National Curriculum states that 'every state-funded school must offer a curriculum which is balanced and broadly based and which:
 - ▶ • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
 - ▶ • Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
 - ▶ • All state schools must teach religious education to pupils at every Key-Stage.
- ▶ At Torkington Primary School, our principle aim for RE is to engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions as well as develop responses of their own.



▶ Our children should:

- Know about and understand the range of religions and world views.
 - Have opportunity to express ideas and insights about the nature, significance and impact of religions and world views.
 - Gain and use the skills needed to engage fully with these religions and world views.
- ▶ RE should be taught in a clear identified time.
- ▶ RE is different to Assembly, although making links between RE and collective worship is good practice, e.g. Harvest, Christmas, Easter, Eid and Diwali.
- ▶ It is important that sessions are clearly timetabled. There must be a clear coherence and progression in RE taught across each year group, and also through each Key-Stage.
- ▶ The range of religious groups in the UK (it is important that our children recognise the diversity within and between people of the same and different religions).
- ▶ Non-religious world views (our pupils need to explore, question and understand differing views towards religions, ensuring they develop mutual respect and tolerance of those with different faiths and beliefs to themselves).
- ▶ The cross-curricular nature of RE is important and valued at Torkington Primary School. We recognise that RE is crucial in improving the ethos of the whole school - the pupils' spiritual, moral, social and cultural development. Our strategies to deliver the above include the implementation of Growth Mindset Skills, Multicultural Links, RE Curriculum and British Values.
- ▶ RE will be taught with all the above, central to, our ethos of inclusion using SACRE

IMPLEMENTATION

RE



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IMPLEMENTATION- RE

- ▶ Using Stockport's agreed syllabus and our new INSPIRE resource books, each Year Group is expected to participate in engaging, informative and challenging RE lessons.
- ▶ It is important that we avoid generalising the language of RE and instead build in nuance. We should avoid using the word 'all' - instead we should use quantifying words such as: some, most, many, often, seldom and sometimes.
- ▶ It is also important that we build progression into the RE curriculum. We do this by introducing different scenarios, discussion about diversity within religion and by asking questions that compare religions this way.
- ▶ Following the last RE 'book look' it was apparent that the above is in place and good practice is evident in Key-Stage 1/2 RE lessons.
- ▶ These lessons are delivered weekly with clearly collated evidence documenting the pupils experience and understanding. A diverse religious content was apparent and pupils were enthusiastic when discussing this learning with the RE coordinator. RE is taught by teachers and TA's and different resources are introduced to support this including: PowerPoints, iPads and reference books, artefacts and visits. Differentiation was apparent in the different pupil responses and in Upper Key-Stage challenging questions were included.
- ▶ To summarise, each Key-Stage demonstrated progression, regular and effective teaching and marking, differentiation through output and confident, enthusiastic RE pupils.





Year Three Temple Time

Year 3 went to visit a Hindu Mandir and learnt about the common beliefs and practices in the faith. We took a tour around the Temple and were encouraged to ask questions as we looked around. The BAPS Swaminarayan Sanstha we visited aim to preserve Indian culture and the Hindu ideals of faith, unity, and selfless service in diverse communities around the world. The vast building captivated Year 3 from the moment the bus pulled into the car park.

Year 3 were fascinated when they stepped inside the prayer area of the Temple and even more so after listening to the stories our host told, particularly about Lord Swaminarayan. The children have been learning about different religious places in our RE lessons and thoroughly enjoyed this experience!

"I really enjoyed how peaceful it was in the temple. It was amazing that it was open all the time for anyone that wanted to pray." – Holly

"The designs on the pillars outside the building were incredible!" – Lizzie

"I loved that the community look after each other, there were food and clothes free for anyone that needed them." - Alexis



IMPACT

RE



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IMPACT



- ▶ Following RE lessons, teachers evaluate each pupil's understanding and progress. Through this marking it is also evident that British Values, Growth Mindset and Super Powers as well as Multicultural Links are embedded. This ensures that our pupils are knowledgeable about different religions whilst also respecting the different faiths and beliefs within the wider context of society.
- ▶ This balanced approach towards RE across our school is also supporting our pupils personal and social development providing an enriching, respectful, safe and inclusive environment in which all our pupils can thrive.
- ▶ Assessment is crucial in establishing understanding and progress for each pupil. This assessment is generally teacher based, using emerging, expected and exceeding outcomes in relation to progress in knowledge, understanding and skills.
- ▶ Teachers must show clear steps in their RE planning using learning outcomes for each key question, setting high expectations. The assessment must be individual, positive, criteria references, accurate and diagnostic.

NEXT STEPS:

