



### Religious Education at Grange View CE First School

This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to religious education in school. *Updated June 2023*



### Religious Education-Intent

At Grange View Religious Education is taught in accordance with the Northumberland LA Syllabus and guidance from the Newcastle and Durham Diocese, and reflects the distinctive and inclusive ethos of our school. As a Church of England school, Religious Education carries a high status within our curriculum to ensure we offer our children distinctive opportunities to promote their spiritual, moral, social and cultural development. Our curriculum provides engaging opportunities for all of our children to explore the significant theological concepts within Christianity and different world religions. We aim to immerse pupils in an enquiry approach where they can make reasoned and informed judgements about the world around them, creating religiously literate individuals.

### Floor Books

Our RE lessons follow the whole school long term plan and consist of an over arching enquiry question and then an individual lesson question. The sessions can take many different forms including; art, drama, class discussion and games catering for all learning styles. As a school we encourage discussions and debates within a lesson and push the children to back up their ideas with knowledge from previous lessons. Evidence from practical sessions is collect in forms of pictures and pupil comments. All evidence is recorded in floor books for every lesson. A minimum on 1 entry into the floor books should be present for every week in school.

### RE Writing books

As a school we believe that good Religious Education should be accessible to all and therefore often make the sessions very practical with discussion being at the heart of every lesson. Writing is not a priority within RE however we do understand the importance of writing across the curriculum and allowing the children to showcase their own knowledge and opinions. In KS1 one piece of writing is expected for each topic and in KS2 two pieces of writing will be present in the writing books. This will also vary from answering questions, retelling a story, captioning of pictures, explaining knowledge.

### Time

Across the school children receive a minimum of 1 hour a week of RE and additional theme days and weeks. This time is separate from collective worship.

### Christianity and Other faiths

Following the Northumberland LA syllabus we have a long term plan that covers 50% Christianity and one other religion within an academic year plus themed cross-curricular units. As well as weekly RE lessons we also have 'Other Faith Week' where we look at other world religions including humanism that may not be covered.

Key Stage 1: Christianity, Muslim, Judaism

Key Stage 2: Christianity, Muslim, Judaism, Hinduism

### Spotlight day

Every year we celebrate inter-faith week where the children learn about a faith and festivals around the world. We also have days celebrating and learning about easter and Christmas

### Assessment

Children's understanding is assessed by the class teacher throughout all lessons, notes may be put into the floor book. Other assessment tools are quizzes, show me boards and exit tickets. Children are assessed half termly, looking at the skills and knowledge they have learned over the topic. This can be done through a practical session or using writing books as evidence. The RE coordinator collects all classes assessments to use to ensure clear progression and knowledge building from EYFS to Year 4.

### Where it all begins: Early Years Starting points.

RE is often something that is a new concept to a lot of our children when they enter the Early Years provision. Although our school is a Church of England school, many of our families come to Grange View because it is the village school and not because of the faith element. A lot of our children have no knowledge of the Christian faith or other world views, with many of them having little or no experience of religions celebrations, traditions or places of worship. When starting at our school the children are introduced to the bible, worship and start to think carefully about their own beliefs as well as those around us. In Early years they think carefully about themselves and the world they live in alongside common Christian celebrations such as Christmas and Easter.

#### Q of E - Pedagogical choices

- Use of big questions to ensure understanding, questioning, debating and relation to own beliefs and practices.
- Opportunities for partner discussion, collaborative working and whole class questioning and debates.
- Using a range of mediums such as videos, artifacts, photos and books across all faiths and none/
- Use of word power to build awareness and confidence with tier three subject vocabulary

#### Q of E - SEND provision

- Using floor books so that they have the opportunity to learn about religions (and none) without the pressure of written evidence
- Learning takes place in mixed ability pairs, to ensure that support and challenge is available and peer support is encouraged.
- When an 'RE write is taking place children may be supported with word banks, picture stimulus and the support of the floor book from previous lessons.
- Practical tasks are used throughout the curriculum to support and engage the slower graspers and ensure that children are all able to access learning.

### Implementation: How are they knowing more and remembering more?

<b>Quality of Education</b>	The Grange View RE curriculum follows the Northumberland Locally agreed syllabus, with 50% of the curriculum focusing on Christianity and the other 50% is other world faiths and thematic units. Understanding Christianity is used as a resource for staff to aid subject knowledge, lesson suggestions and materials for use within lessons. Understanding Christianity also uses 'The Big Frieze' which is a pictorial representation of the bible that is used across the entire school. Each unit has one overarching question and then each lesson has a question to encourage the children to enquire, question and discuss. As a school we believe that good RE is based around debate and discussion and not about a written outcome. We want all of our children to thrive so teach Religious Education through art, drama, group tasks and circle time. Each class has a floor book which allows the children to look back at prior learning and build on it. We aim for our children to know more and remember more and the practical sessions and floor books help us to achieve this. The children have an RE writing book where they are given the opportunity to answer the big question at the end of a unit. The book stays with them throughout their school life and allows them to go back and recap prior learning year on year.
<b>Behaviour and Attitudes</b>	RE is a subject that is at the core of Grange View. The children have a safe environment where they are able to explore, question and build awareness of world religions and start to reflect on their own practices and beliefs. Children are encouraged to ask questions, give opinions and make connections to their own lives. Within RE the children focus on the core value of respect, learning about other beliefs and how tolerance is at the heart of religious education. Class dojo and verbal praise is always used as incentives and rewards as well as having a carefully planned and structured learning experience to ensure all can engage and succeed in each lesson.
<b>Personal Development</b>	Within the curriculum, the children build a greater awareness of how society has changed throughout the years but that many traditions and customs are rooted in religion and have now become part of British culture. The curriculum is enriched through well chosen education visits to aid understanding of the subject alongside well-chosen resources from the church of England resources centre and the local library service. These visits also allow wonderful opportunities for spirituality, having 'wow' moments exploring places of worship. We also participate in inter-faith week every year where we learn about different faiths and bring families into school where possible to hear about their own faith and beliefs. Through partner work, discussion and investigation throughout the curriculum, the children build their tolerance and respect for others' contributions. Within our favourite five, certain high quality texts are shared with the children to build their knowledge of diversity and understand that everyone is unique and we don't need to have the same beliefs to learn about each other's and accept them.
<b>Leadership and Management</b>	Each half term the children are assessed by the teacher through teacher observations, key questioning within lessons, written work and through teacher interviews. It is also monitored through pupil voice and evidence in floor books termly with the children being able to articulate aspects of their learning. By referencing floor books, the pupils can use these to recount their learning, the important message and key facts. The subject lead conducts learning walks to ensure staff understanding and implementation of the Northumberland Agreed Syllabus. An action plan is written each year with key priorities that are planned into the SIP. All staff have attended training on 'The big story of the bible', Understanding Christianity and subject lead has disseminated training based on other world religions to build confidence through subject knowledge. Interventions are not as commonly implemented for RE, however if areas are found to be less secure, class teacher planning will be amended to address misconceptions or gaps in knowledge. Governors are informed termly of subject developments, with termly meetings taking place with the link governor sharing successes, areas for development or key priorities.
<b>Early Years</b>	RE is part of Understanding of the world. Children are able to explore and discuss religious festivals and celebrations throughout the year. We follow the Northumberland Locally agreed Syllabus so the children have themed units where they learn about different places of worship, special stories and what makes them special as well as core Christian festivals; Christmas and Easter. Giving the children the opportunity to think about the festivals or traditions they might already have as common practice allows our children to begin their Religious Educational Journey that builds on their own knowledge. The children are introduced to religion in a well thought out input and has the opportunity to revisit RE learning through continuous provision. By the end of Early Years the children have an understanding of what a Christian is (through units of incarnation, God and salvation) and what they believe in preparation for Year 1 when the children build on this learning about creation and gospel.



### What is it like to be a pupil at Grange View studying Religious Education on a daily basis?

In our school we love learning about Christianity and other world faiths. We learn through art, drama and discussion about what religion looks like today in our world.