

Curriculum Intent

Subject : Religious Education

Intent

Through our Religious Education curriculum, we aim to engage pupils in enquiring into and exploring questions arising from the study of Religion and the key concepts that we cover. It is hoped that this approach will promote their personal, spiritual, moral, social and cultural development, encouraging learners to have a positive attitude about their own beliefs, whilst also valuing the views and opinions of others who might have different beliefs to their own. At Glenfield we provide pupils with knowledge and understanding of Christianity, and other religious traditions and beliefs represented in Great Britain and the wider world.

Implementation

Religious Education is a statutory subject of the curriculum for all registered pupils with the exception of those withdrawn at the parent's request. Parents have the right to request that their child is excused from all or part of the RE curriculum delivered at school. We ensure that we comply with the legal requirements by following the Living Difference III syllabus, which is the agreed Religious Education syllabus for Hampshire, Portsmouth, Southampton and the Isle of Wight. Teachers follow the 5 step cycle of enquiry when delivering RE lessons (Communicate, Apply Enquire, Contextualise and Evaluate). At Glenfield, RE lessons are sometimes taught weekly, but are more often taught in a 'block' over the period of a week. Where appropriate links are made with the RE themes and other subject areas. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Children are actively encouraged to discuss their ideas and views during lessons, and they are supported in extending their understanding about the concepts covered.

Impact

Pupils progress in Religious education is monitored in line with the skills set out in the Agreed Syllabus. This will be completed termly by individual class teachers and at the end of the year teachers will assess children against all of these skills; a breakdown of the expected progression of skills can be found in the progression of skills document for Religious education. In addition to this, the subject leader will carry out pupil interviews and work sampling termly in order to monitor progress and outcomes across the year group. When tracking pupils in Religious Education, staff bear in mind that not all assessment statements cover all aspects of teaching and learning. For example, pupils views and ideas are not subject to formal assessment, and yet are central to good RE lessons. Through this approach, it is hoped that RE lessons will provide pupils at Glenfield with the ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics as well as being able to communicate their responses in a way that is appropriate for the individual.