



RE

Summary Document

*We live and work in harmony
with love for one another
so we can achieve our potential
within a community of life-long learners.*

The whole experience of RE is in line with our vision (above). In particular, this is evident in how pupils work collaboratively, pupils achieve their potential as evidenced through assessment tasks and staff apply creative tasks following CPD sessions demonstrating our community of life-long learners.

1. *As lifelong learners all questions are encouraged!*
2. *We show love for another throughout our studies as we respect differences in worldviews.*
3. *We can achieve our potential and show our creativity throughout our difference responses to learning activities throughout the year.*

The RE Big Ideas are:

Symbols and their significance	Making sense of texts	Understanding the impact	Make connections	Awareness of worldviews/communities - beliefs & actions
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Threads and Neurons in the SUBJECT Curriculum (Intent)

Descriptor	Evidence
An ambitious curriculum that gives all learners the knowledge and cultural capital they need	We have an ambitious RE curriculum which covers all the major religions of the world and encourages pupils to think deeply about their own and others' beliefs. The whole school follows the Understanding Christianity project which is an excellent and extensive resource supporting pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. Each class studies at least one other faith a year in depth. There are many enrichment opportunities for our pupils across the school. Pupils attend daily Collective Worship and weekly Celebration Worship to come together as a community with opportunities to reflect on the world around them. Throughout the year pupils have opportunities to perform and to share each other's achievements through events such as the Nativity (EY & KS1) and Carols by Candlelight (KS2) in St Mary's church. There are also trips such as the Y6 trip to the Buddhist Centre and the Y3 trip to the Mosque. We ensure pupils have opportunities to visit the three churches within our village through concerts, services and special event days such as Easter and Pentecost workshops.
Coherently sequenced planning	The long term plan for RE for the school consists of units which follow the core concepts of Christianity starting with Incarnation, Salvation and God in EYFS. Pupils look at the 'core learning' in Year 1 and then 'dig deeper' by adding to and developing their knowledge in Year 2. This is built upon year on year with additional units of the People of God and Creation in Key Stage Two. Other faiths are taught using the Emmanuel Project as a basis for planning. Links are made between all faiths across the year.
Skills to support employment	Pupils make sense of the text, understand its impact for people in the wider community and then make connections into how this affects everyday life.

	Through assessment pupils are taught about religion (PT1) and then they are taught how to respond by questioning, discussing and understanding key concepts which help them become responsible, understanding citizens for life outside and beyond their primary experience where they have learnt from religion (PT2).
Holding the same high ambitions for all pupils, with the curriculum tailored to support those of high need	RE is held in the same high regard as subjects such as English. This has been evident through moderation where books have been shared. Teachers have high expectations of the standard of work through content and presentation. Pupils' exercise books are a marbled purple with their own artwork on the front which represents what faith means to them. By creating their own covers, pupils have a stronger connection and sense of pride in their RE work. The curriculum is tailored to support those with high need through a choice of differentiated activity.
Explore the full curriculum, including cross-curricular links	All subjects are underpinned by Christian values. Pupils are encouraged in every subject to be explorers and enquire about the world around them. This is evident in PSHE units where pupils are encouraged to challenge all forms of discrimination and prejudice to promote equality. We make the most of the three churches in our community and have trips, concerts and services with each. Cross curricular links are also made through creative subjects such as Art where pupils have participated in the Spirited Arts competition.

Delivering the SUBJECT Curriculum (Implement)



Descriptor	Evidence
High level of teachers' subject knowledge and quality CPD	The subject lead provides CPD sessions for staff in school through formal sessions as a team and informal 1:1 drop-in sessions across the year. Online training sessions have been made available for teachers new to Understanding Christianity. Last year staff received a CPD session making the most of links between RE and Science from the Faraday institute.
Effective delivery by teaching staff	Regular book scrutinies and learning walks have shown that RE is effectively taught through a range of strategies. Pupils are confident talking about what they have learnt and the progression of skills is clear and effective.
Effective assessment and rapid feedback for pupils that also informs planning	At the beginning of each topic, pupils are provide with a title page which represents the following unit. In Understanding Christianity an image from the frieze is shown and discussed and pupils have opportunities to collect keywords on this page which they will come across throughout the unit. Pupils are encouraged to ask questions about the image and how they would respond. Throughout the topic, pupils return to this page to add keywords and questions as they deepen their knowledge. Teachers use these pages and through marking within the unit to address misconceptions noted in books. These are also picked up in class discussion. Each unit is broken down into three sections represented by the Understanding Christianity symbols; understanding the text, understanding the impact and making connections. For units following the Emmanuel Project lessons are broken down through an enquiry cycle consisting of; engage, enquire, explore, evaluate and express. Teachers share next steps with pupils across all units to enhance, develop and address any misconceptions. Staff are continually adapting their teaching throughout a unit in response to formative and previous summative assessments in order to respond to pupils' needs.
Teaching of the subject is designed to enable pupils to remember learning in the long term and integrate new concepts	The RE curriculum has been set up to build on previous units of learning. Use of the Big Frieze is consistent across the school. Images for the core concepts from Understanding Christianity are also used across KS2 in particular to support pupils in their learning. In addition the three main ideas are used across a unit – understanding the text, understanding the impact and making connections. Pupils can make links by building on the bible images from the frieze year on year.






Assessment is informative, useful and smart	Assessment overview is in the front of RE books. One side links to Understanding Christianity and the other side links to Other Faiths. There are half termly assessments where teachers provide creative and differentiated challenges for pupils. Each unit is marked at the start with a title page and section for key questions and ends with a section for Next Steps.
The environment and other resources support learning effectively	Each classroom reflects a strong delivery of RE teaching. Through displays to reflect and support learning. Each classroom also has a prayer space to enable members of our community to reflect and pray.
Reading is integrated within this subject	Pupils have opportunities to read within their RE lessons through learning activities and as whole class reading sessions. In Year 6, pupils read interviews from different Christian perspectives and discuss. In Year 3, pupils read the book 'the proudest blue' and explore the text as part of their learning.

Pupils achieve their potential in SUBJECT (Impact)

Descriptor	Evidence
Learners develop detailed knowledge and skills, which is evident in their attainment and progress	Pupils develop the skills of understanding religious texts, their impact and connections across these through class discussion and learning activities in their books. Pupils have lots of opportunities to reflect on their learning.
Learners are ready for the next stage of their education	Pupils are taught to demonstrate religious literacy and to make measured and balanced arguments about religious topics. Pupils demonstrate an increasing age-appropriate ability to reflect upon and learn from religion. This is in line with our Shelford star values of responsibility and resilience. Through class discussion pupils have appropriate discussions where they show an increasing understanding of being respectful of other worldviews to their own and showing a responsible attitude and understanding of others.
Learners apply good reading skills in this subject	Age related texts which link to the current unit are available to the pupils. Pupils have whole class reading sessions which include texts appropriate to the current learning in RE across the year. Pupils demonstrate good reading skills when reading research material both online and in books.

Specific Links to our Specialisms, Awards and Accreditations

Specialism, Award or Accreditation	Links with this Subject
 <p>THE CHURCH OF ENGLAND EDUCATION OFFICE</p> <p>RE graded 'Excellent' by SIAMS, Church School Status</p>	<p>Direct link to the diocese of Ely. Our SIAMS report notes:</p> <p>Through support and in-school training the RE leader has enabled teachers to become not only confident but creative. Marking in pupils' workbooks endorses success and there are increasing examples of teacher comments which encourage a deeper response from pupils. RE teaching frequently challenges pupils' preconceptions and encourages critical thinking and reflection. All pupils flourish academically in RE, including those with additional needs. Pupils make good and often accelerated progress and attainment is at least in line with the high outcomes achieved by pupils in other subjects.</p>
 <p>BRITISH COUNCIL INTERNATIONAL SCHOOL AWARD 2018-21</p>	<p>Through study of other faiths.</p> <p>Sustainable Development Goals – clear link to SDG 16 of 'Peace, Justice and Strong institutions'. Pupils gain a clear understanding of other faiths and build on their</p>

<p>International School Award for outstanding development of the international dimension of the curriculum</p>	<p>understanding of the world and people from other faiths promoting a peaceful and inclusive society.</p>
 <p>Primary Science Quality Mark Award</p>	<p>Clear links in the Year 6 unit of Creation vs Science. Ofsted inspector commented positively on the cross curricular links made. CPD for staff on links between Science and RE from the Faraday Institute.</p>
 <p>Commitment to prioritising music throughout and beyond the curriculum.</p>	<p>There are many opportunities across the school year that link music and RE. Pupils study lyrics to hymns and their importance and meaning. Pupils also learn a variety of music for church services both instrumental and choral.</p>
	<p>A weekly Collective Worship reflects our Christian ethos using the Picture News CfE resource.</p>
 <p>School Games Silver Award</p>	<p>All curriculum subjects, including PE, are underpinned by Christian values, aiming to inspire all children in their learning.</p>
 <p>Commitment to professional development, research, mentoring and coaching.</p>	<p>Links with Cambridge University. Research began but was put on hold due to the pandemic. Hopefully research will resume around pupils' discussion in RE.</p>