



At Fulwell Infant School Academy R.E. is set within a broad, integrated curriculum. We aim to ensure that every child has access to the intentions set out in our curriculum intent document.

INTENT

Using the Sunderland Agreed Syllabus (2021-2026), children will explore what people believe and what difference this makes to how they live, so that they can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

TEACHING AND LEARNING APPROACH IN RELIGIOUS EDUCATION

The three core elements are woven together to provide breadth and balance within teaching and learning about religion and beliefs. They are: -

- Making sense of beliefs
- Understanding the impact
- Making connections

Teaching and learning in the classroom will encompass all three elements as these are interlinked and enable pupils to make good progress in RE.

See Sunderland Agreed Syllabus (2021-2026) for further detail.

SKILLS IN RELIGIOUS EDUCATION

R.E. teaching is intended to develop the following skills:

investigating	reflecting	expressing	
interpreting	empathising	applying	
discerning	analysing	synthesising	evaluating

See Sunderland Agreed Syllabus (2021-2026) for further detail.

ATTITUDES IN RELIGIOUS EDUCATION

Attitudes such as respect, care and concern are promoted through all aspects of school life. The following attitudes are fundamental to religious education:

curiosity and wonder	commitment	fairness
respect	self-understanding	open mindedness
critical mindedness	enquiry	

See Sunderland Agreed Syllabus (2021-2026) for further detail.

TIME ALLOCATION

Throughout the school year we aim to seek a balance between all subject areas. R.E. will be taught using a thematic approach providing flexibility for short and long projects at a relevant time for the children to build onto all their learning. Teachers will use their professional judgement in deciding the best use of time.



The essential characteristics of a learner in R.E. at Fulwell Infants are:

I can think for myself, ask questions, evaluate ideas and work constructively with others.



I can ask challenging questions about the meaning and purpose of life, beliefs about God, the self, issues of right and wrong and what it means to be human.



I can explore and reflect on my own beliefs in relation to what I have learned.



I can consider ways in which religions are similar to and different from each other.

I have respect for all, including those with differing faiths and beliefs. I have an understanding and appreciation of our diverse society and world.



I can develop my knowledge and understanding of key beliefs, values, practices and ways of life for Christians, Jews and Muslims.



BEHAVIOUR and ATTITUDES

The approach within our school is to foster curiosity, enthusiasm and fascination toward the learning and understanding of the world around them. We will encourage our children to have a positive attitude and commitment to the subject and allow the children the opportunity to begin to understand they can make a difference to their community and the wider world, Within the subject we encourage children to become resilient learners as they become more independent and capable of overcoming challenges by beginning to take risks and ultimately take pride in their achievements and understanding of religious knowledge.

IMPLEMENTATION

- Motivate and stimulate interest and excitement for learning.
- Ensure children discuss and take an active part in their learning.
- Address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners with additional educational needs, setting appropriate yet challenging targets for improvement.
- Provide a broad and balanced curriculum using a thematic approach where curriculum areas are linked. There are many opportunities to use reading, writing and computing skills in R.E.
- Ensure children embed key concepts in their long-term memory.
- Provide opportunities that extend and enrich learning to include visits or visitors, where appropriate.
- Ensure that we use a range of classroom practice and teaching styles appropriate to the needs of the learners in the group.
- Use the full range of differentiation (scaffold and challenge) strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group.
- Monitor progress against targets and share the information with the learner and parents
- Seek to overcome potential barriers to effective inclusion.
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further.
- Provide home learning activities which extend and support learning where appropriate.

CURRICULUM PLANNING FOR R.E.

Long term plans map out the key questions studied in Reception and each year group in key stage 1, based on the exemplar plan in the Sunderland Agreed Syllabus (2021-2026). The curriculum leader for R.E. will liaise with all curriculum leaders to ensure that learning builds upon learning.

Medium term plans give an overview of content which are constantly being reviewed and amended to ensure relevance for the cohort of children, give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across



each term. Key skills development ensures children progress at a level according to their ability. They identify learning objectives and outcomes for each theme.

Short-term plans are completed by staff for each block of learning.

These include:

- the specific learning objectives and detail how the lessons are to be taught,
- success criteria which are shared with the children to ensure children understand their next steps to learning,
- activities to engage the children and to lead their development through active participation.

We plan the activities in R.E. so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is recorded in class files which are accessible to all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Scrutiny of planning and work are carried out by subject leader/leadership with feedback given to ensure children access the full curriculum. We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs and disabilities
- LGBT
- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are "Looked After" in public care
- Learners in receipt of Pupil Premium

As it is important for the pupils to have as direct an experience as possible, planning for activities could include:

- visits to places of worship
- meeting people from different faiths
- handling religious artefacts
- the use of visual resources
- the use of music as a stimulus for discussion
- the use of stories (both secular and religious)
- time for reflection/discussion
- co-operative group work, pair work, individual work and whole class teaching where appropriate. Groups are organised in mixed/matched ability according to the activity.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Learning through R.E. contributes to the children's spiritual development in many ways. We provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and develop an understanding of how this culture is enriched by the multi-cultural British society of today, based on the five key British values.



See Sunderland Agreed Syllabus (2021-2026) for further detail.

PERSONAL DEVELOPMENT

Character development is a very important aspect of our school and specific to R.E. is the understanding of the diverse world in both our immediate community and the world at large. As a school we promote British Values to ensure our children become respectful citizens and to be able to empathise and support the importance of equality within our society. R.E. promotes these values as we strive to 'respect the cultures and beliefs of others' when learning about the different religions and religious traditions in our own community and around the world. We encourage our children to develop, discover and explore their own personal interests and talents within each specific subject and as teachers we are able to adapt the lesson to encompass the personal circumstances of our children, for example, when tackling delicate issues such as death. This is to support the mental, emotional and physical well-being of all our children.

ENRICHMENT

To enhance and enrich our R.E. curriculum, we borrow artefact boxes from Durham Resource Centre and engage with people in the local community with expertise e.g. local clergy and those with knowledge of other faiths e.g. parents/grandparents.

RESOURCES

We have sufficient resources available in school to meet the needs of the Academy Curriculum. Central resources are stored on the bookshelves outside the staffroom and are the responsibility of the subject leader. This allows resources to be matched to any developments in the curriculum, through the teaching of knowledge, skills and understanding. We also supplement our own resources on a termly basis by borrowing books and artefacts from Durham Learning Resources and these are stored in specific year group classrooms.

ASSESSMENT

Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding - Mind Mapping/ Spider Graphs, discussions etc. We follow the principles of Assessment for Learning in all of our Knowledge and understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session.

Effective tools used by our teaching staff include:

- Sharing explicit learning intentions and success criteria.
- Quality questioning, self-assessment and peer assessment against learning intentions and success criteria.
- Quality marking to identify areas where the success criteria has been met and areas that need to be improved.
- Summative assessment involves spending time at the end of each unit or at the end of year assessing children's skills and understanding. The National Baseline (2019) will provide a baseline assessment level for each child. Class teachers assess children against key learning, identified on the termly foundation plan.



- This identifies children needing additional support and those who are working at a mastery level.

Assessment against the Sunderland Agreed Syllabus allows us to consider each child's attainment and progress against age related expectations. This ensures that our teaching is matched to the child's needs. Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan a specific education plan will be in place linked to specific targets. The targets may include, as appropriate, specific targets relating to R.E.

INCLUSION

The governors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in R.E. and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important.

HEALTH AND SAFETY

The teacher will be responsible for planned activities within R.E. that are appropriately risk assessed to comply with health and safety requirements. They are also responsible for the health and safety of themselves, classroom assistants, visitors and pupils within their class.

IMPACT

Leadership will consider first hand evidence of how children are doing in each subject. Quality first teaching in response to the planned curriculum will provide evidence and information to answer the key questions listed below:

Do all our children achieve as much as they can?

Are there differences in the achievement of different groups of children?

What are we doing for those children who we know are not achieving their potential?

Are our actions effective?

Is the curriculum promoting outstanding learning?

SUBJECT LEADER

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing R.E. so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.
(see role of subject leader document)

MONITORING AND REVIEW

The leadership team (including the subject leader) is responsible for monitoring planning and the standard of children's work. Monitoring activities include planning and work scrutiny. This involves interviewing children across key stages. Children are asked



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focused questions about their learning with their work. This enables curriculum leaders to monitor progress within their subject. The curriculum leader supports colleagues in the teaching of R.E., by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. Curriculum leaders meet with governors, as appropriate, to discuss current developments in their subject. Key questions are discussed during these meetings

RE subject lead