



Dishforth Airfield Primary School: RE Vision Statement

Within RE at Dishforth Airfield we aim to engage children in sustained shared thinking about significant human questions which are addressed through different religions and worldviews. We support children to develop the understanding and skills they need to consider varied responses to these questions and develop their own views and ideas over time.

By building on from Early Years work about understanding the world, we aim to support children to develop their knowledge of different religions and understanding of different worldviews. We support them to develop the skills they need to question, debate, compare and critically assess different answers to 'big' human questions. We believe that the skills we equip children with at this age will enable them to go into the world as curious, independent thinkers who are able to appraise and consider any views they are exposed to.

At Dishforth Airfield Primary School, we believe that RE should be active, creative and fun. RE provides an opportunity for children to explore and test out different ideas about the world that we are living in. We believe that these opportunities should be clearly rooted in understanding about different religions. This understanding then underpins the children's confidence to question ideas and make links to their own experiences and opinions. We believe that these opportunities and experiences provide children in our school with the understanding of why RE is relevant to their lives now and how it will continue to be relevant in the future.

Key features of our RE curriculum:

- High expectations for every child
- Equal coverage of a variety of religions from EYFS to Y6
- Children learn about religion and children learn from religion
- Focus on how religious ideas can inform the way that we live in the modern world
- Resources to support
- Active learning with lots of practical activities and opportunities to solve 'real world' problems
- Talk about different religions and world views with sensitivity, confidence and understanding

We follow the North Yorkshire Agreed Syllabus for Religious Education. The planning related to this syllabus enables us to ensure that each aspect of the RE curriculum is covered in depth. There is a clear focus on speaking and listening and respect for other cultures. Children are given regular opportunities to share their opinions, challenge others and be challenged themselves.

Organisation of teaching and learning

Teaching and learning in all three key stages takes place in a range of environments.

Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), teaching is delivered through focused weekly RE sessions and continuous provision. The children are given lots of opportunities to learn about different cultures and ways of life through role play, the use of artefacts and visitors.

Key Stage 1 and 2

In Key Stage 1 (KS1) and 2 (KS2), teaching continues to follow the North Yorkshire Agreed Syllabus for RE. This involves a mental and oral starter activity when children start their session with a question or stimulus to encourage them to develop their debating and reasoning skills followed by a main input focused on a specific area of learning.

Planning

At Dishforth Airfield, we use the North Yorkshire Agreed Syllabus for RE planning resources to support us.

- Long term plans map out the units to be covered each term, during each Key Stage.
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills being taught.
- Short term plans supported by each teacher's ideas and knowledge of the individual children in the cohort, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation. They also indicate key questions and vocabulary.

Structure of a lesson

1. Mental/oral starter linked to a big question or idea.
2. Practical input planned to engage children in a specific area of learning linked to RE.
3. Task – independent / paired / group
4. Plenary

Resources

- Each class has access to a range of resources and artefacts to support teaching and learning in RE.
- Central resources are kept in the stock cupboard and in the hall.
- Different environments - classrooms, outdoor learning spaces and the hall.
- Planning linked to a range of ICT resources including videos and interactive games.
- The North Yorkshire Agreed Syllabus for RE resources are used by all classes for planning and activities.

Assessment

In RE assessment is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are, or are not understanding and use this to scaffold each segment of the lesson.

Foundation Stage

- Staff's ongoing observational assessments ascertain a baseline when each child begins EYFS which then informs subsequent teaching and learning for each child.
- Future attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Progress is monitored termly.
- Statutory assessments are made on exit of the EYFS.

KS1 and KS2

- In regular RE lessons, formative assessments are made on a regular basis. Practitioners observe, question and evaluate lesson outcomes to further determine progress made and the next steps in learning.
- Post assessments take place for each new unit of work.
- Summative assessments are made at the end of each term to monitor children's knowledge and understanding of concepts taught.
- Statutory assessments are made at the end of each key stage.

Monitoring procedures

The Head teacher and RE subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of RE in the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
2. Pupil progress meetings are held termly.
3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.