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**Subject on a Page for RE**

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| **Why you teach it - your purpose of study**Religious Education is an important element in the broad and balanced curriculum we aim to provide at Audlem St James CE Primary School. Through our RE curriculum we provide opportunities to develop children’s knowledge and understanding of world religions and reflect on the challenging questions that it provokes. The aims of religious education are: To develop pupils’ knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others. • To encourage children to ask and reflect on challenging questions. • To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious). • To encourage children to appreciate and respect the different cultures in today’s society. Our syllabus seeks to allow children to engage with the challenges of the many spiritual, moral, social and cultural questions that modern life poses and creates opportunities for them to develop their own beliefs.  |
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| **INTENT****What you teach - your programme(s) of study**Religious Education at Audlem contributes dynamically to children’s education, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others’ lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views. Pupils should gain and deploy the skills needed to understand, interpret, and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly their personal beliefs, ideas, values, and experiences whilst respecting the right of others to differ. |
| **IMPLEMENTATION****How you teach it - your delivery of the above** The syllabus taught at Audlem st James organises our Religious Education to take into consideration and reflect our local community links with St James Church, Hope Journey, the Lightworks project and Forest school sessions. We teach the statutory required religions and worldviews from the Cheshire East syllabus in half termly blocks of units.  |
| **IMPACT****So what - your evaluations of the above**At Audlem st James school we use the Cheshire East agreed syllabus’s end of Key Stage Statements in the form of ‘I Can’ statements to track and record individual pupil progress over time. Monitoring of RE shows that key concepts of the curriculum are being introduced and sequences of lessons can be seen to be developing these concepts. There is good evidence in books of children’s reflection and deeper understanding through questions/clouds. Good scaffolding techniques are evident, e.g lesson introductions are purposeful and engaging, sentence starters are given, teacher modelling, verbal feedback given. Good depth of questioning is used with the children, Embedded LLOs and PIGS across school in most classes, Some very good examples of children responding to marking, Learning environments and refection areas are stimulating Data tracking shows that 92% of pupils are currently achieving at or exceeding age related expectations. Year 5 children have shown the greatest increase in achievement since Autumn 2022. Years 2 and 3 continues to be the class with fewest children achieving ARE or above but this could be because since the children started school in Sept 20, there has been three national lockdowns. Although there has been a small % increase in the percentage of Greater Depth children or stayed consistent at around 15% in most classes, Year 1 exceeding has taken a bit of a dip from the Autumn 1 term, however this remains in line with other classes exceeding %. Data analysis shows that, a lower proportion of PP children are achieving Greater Depth in RE, However, 68% are achieving expected ARE or above.  |

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer

 **Developing Secure Embedded**

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| **Previous Improvement Actions and Impact** | **Current Improvement Actions** | **Future Improvement Actions** |
| Learners are taught the fundamental British values of democracy, the rules of law, individual liberty RE books/P4C books/Visits from a range of speakers engaged children with key elements of different faiths as lived out within a home. Pupils were given the opportunity to open and relevant questions and mutual respect and tolerance of those of different faiths and beliefs. Learners understand and respect difference and diversity within local, national and global faith communitiesRE books P4C books Link with Build Africa WWL - Global charity work Pupil voice Through the RE scheme of work and P4C sessions in RE lessons, children have the ability to be reflective about their own beliefs that inform their perspective and interest in different peoples faiths. Shared documents from the ‘Understanding Christianity’ course with staff Autumn 21 following training from Sue Glover.Understanding Christianity Resource - Refresh and revisit the BIG Story, teaching as appropriate to all pupils.Display the Big Story within school, eg in classrooms using art materials.Link the Big Story in RE and weave together activity ideas from the Understanding Christianity materials using the 3-fold approach ie. Making sense of the Text, Understanding the Impact and Making Connections. Christian concepts art work  | To ensure the raised profile of subject specific vocabulary in RE through glossary banks in line with the curriculum maps.Key vocabulary linked to current RE topic must modelled and displayed on reflection area display to encourage specific/precise language in children’s responses. This can be taken from the new Cheshire East planning grids under the **‘key vocabulary’** section of the exemplar plans * Evidence of ‘**sticky knowledge’** on display to refer back to eg, photographs of a previous activity up or previous flipchart paper stuck up on display

To fully embed p4c as a tool to deliver the RE curriculum, enabling pupils to reflect and explore the spiritual and ethical dimensions of all subjectsP4c needs to be embedded in RE lessons to further deepen children’s learning of key concepts. Evidence to be seen in class P4C books, e.g, using a bible story as a stimulusTrial using some of the new Cheshire East Agreed Syllabus Review materials (2021) and give feedback to the Cheshire East RE Consultant.Create a bespoke long term and medium-term plan for our school appropriate to your wider community, (building in the 3 kinds of knowledge identified in the recent Ofsted RE Review report (May ’21), ie substantive knowledge; ‘ways of knowing’ and personal ‘knowledge’). Teach some Understanding Christianity units across the school using the same concept eg creation, incarnation, and salvation as the key concepts to begin with. Compare the impact on learning from teaching the units across the school.REC- autumn 2 2022Y5- Summer 2 2022Global Christianity – Liverpool community spirit during Interfaith week Nov 22Extra curricular D&T / RE club (lightworks project)Prayer bags in to class rooms Spring 2022 WWL and children meeting with Gov Wednesday lunch times – links with churchWWL leading worshipNew starters teddies with school prayer on Big story frieze in re books Jewish workshops planned may 2023(AA)JB to meet with CC as high school link in Trust 2023SG – Whole school staff meeting new curriculum (June 2023) | To equip children with the essential knowledge and skills (cultural capital) that they need to engage in social action to be courageous advocates for change in their local, national and global communities. Youth Trust resources – Roundabout Worship themeAlso – art project/innovators homework project/English/drama/p4cLook for increased evidence of Greater Depth questions and children ‘diving for pearls’ in book monitoring - Big questions – what is love threaded into lots of things P4C Christian aid / Spiritual development prayer spaces day SKEstablishing what works well and what does not from the current long term and medium-term planning. Over time embed an assessment system based on EKSS.Fundraising days in school to develop children’s courageous advocacy and an understanding of the contribution they can make as individuals to the world in which they live.Introduce Children to respond to worship via voting processesWorld views art project York Youth trust resources  |