



Subject on a page - RE

Intent Statement

RE provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Our teaching equips pupils with knowledge and understanding of a range of religions and worldviews enabling them to develop their ideas, values and identity. Our RE curriculum develops an aptitude for dialogue in pupils so that they can participate positively in our society becoming successful global citizens diverse in relation to religions and worldviews.

RE offers distinctive opportunities to promote pupils' spiritual, cultural, social and moral development. RE lessons offer a structured and safe space during curriculum time for reflection. Teaching in RE engages pupils in discussion, dialogue and debate developing their creativity, communication, critical thinking and collaboration skills. At William Booth we follow the Jigsaw RE scheme.

Implementation: Scheme

At William Booth we follow the Jigsaw RE scheme.

Jigsaw RE adopts an enquiry-based worldviews approach to teaching and learning with much flexibility and choice of when to include which religion/worldview.

Implementation: Resources

Jigsaw RE online resources.

Curriculum coverage outlined in coverage document.

Clear resource boxes for all areas of science taught in school.

Education Library Service,
Nottingham

Implementation: Curriculum links

RE is taught as a stand-alone subject. However, the teaching of RE links to our wider school focus on DEIB and collective worship. Key knowledge is built upon year on year.

Implementation: Teaching and Learning approach

At William Booth, RE is taught across school from EYFS to Year 6 and follows a clear progression in order to develop both knowledge and understanding of RE.

Class teachers use a variety of teaching methods such as through stories, music, drama, activity, teamwork, thinking structures, language work and oracy.

At William Booth we also use questioning, and encourage the children to share their thoughts and understandings about other religions.

We use oracy discussions to enhance the learning and to enable all children to share their own personal beliefs.

Implementation: Environment

We celebrate the different religions we have in school during a whole school RE day.

We look for enrichment opportunities including, visitors to school and festival assemblies in class.

Implementation: Feedback

During class discussions/oracy, feedback can be given verbally.

Feedback is given to the children within lessons, by providing live AfL.

Implementation: How groups are supported

iPads are used in school to record evidence and create piece of RE work.

Oracy discussions give opportunities to all children to contribute to lessons.

Impact: Evidencing

Any reading or written tasks for each unit are either stuck into the topic books or completed onto Showbie.

We record RE learning through photos and videos that can be saved on Showbie, instead of all learning being recorded in books.

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)

Impact: Assessment

AfL occurs regularly in lessons to identify gaps and lessons are adapted in response to this.

Teachers complete RE assessment throughout the year at the end of each term.

Teachers use the curriculum documents to assess children's progress over each unit. Lessons are adapted in response to this.