RE at Robin Hood Junior School

Our Vision

We want our children to be:

literate and numerate – achieving outcomes which build on our starting points and reflect our high expectations

hardworking – reflective and resilient; able to persevere, punctual and aware of our part in the community

communicators –through all areas of the curriculum and in all our interactions with others

brave – taking risks in our learning, extending ourselves and those around us through controlled exposure to risk

compassionate – aware of differing experiences and opportunities; proactive, tolerant and

SMSC in RE

Spiritual: Understanding of different people's beliefs and reflecting on their own.

Moral: Learning the morals of different religions through stories, reflecting on how these affect believers' lives and considering whether they could learn from any of these morals.

Social: Learning about different religious beliefs and discussing these encourages children to understand different members of society. Children discuss their own views in class which helps them learn how to share their views kindly and listen to different views understanding that it is OK for different people to hold different beliefs.

Cultural: Learning about different religious traditions and how they can bring a sense of belonging.

Pupil Voice (23.6.21)

Positive Areas

- Children enjoy RE lessons– they like learning about religious stories and festivals/ celebrations
- Booklets help them to learn more information and remember it for longer
- Particularly enjoy discussions because they like learning from their friends
- Able to identify that learning is done once and then revisited in more depth later

Areas for Development/Discussion:

- Children showed a good understanding of Christianity and how their understanding has developed over time, but were less confident talking about Hinduism, Sikhism and Islam

Our Teaching Principles

Children in our school cover the learning objectives in Sutton SACRE agreed syllabus for religious education. We use the Discovery RE scheme to support our planning and base each unit around the enquiry questions in this syllabus. It is our aim that RE lessons will give children a foundational knowledge of the 5 major world religions to ensure they have an understanding of other people's beliefs in order to promote tolerance to members of society with views that are different from their own. We use regular retrieval practice (quick quizzes using knowledge organisers from previous year groups) to ensure this knowledge is stored in children's long term memory, so they can use it throughout their lives.

Through the use of enquiry questions and discussion, we encourage the children to consider their own beliefs and reflect on what they can learn from different religions, even if they hold different beliefs.

Assessment

Performance: The RE lessons have been planned to include lots of opportunities for discussion which teachers can use to assess children's performance.

Skills and knowledge: Lessons regularly begin with retrieval practice of learning from the previous lessons, previous terms and previous year groups and end with a review of the day's learning. Children's booklets contain a knowledge organizer which they review regularly. At the end of each unit children given a knowledge organiser with gaps in; they should be encouraged to fill in the missing information as well as explaining any extra information they have about the topic. Teachers will use this to assess children's knowledge of the topic as well as their ability to make their own reflections.

Long-term learning: Each year group will study two religions spaced out throughout the year. While doing the second unit for that religion, there will be retrieval practice opportunities from the first unit. They will also study Christmas and Easter each year, making links to learning from previous year groups.

School Development Plan

- Build independence and a growth mindset (risk-taking; metacognition)
- Opportunities for challenge and choice (mastery; learning conversations; feedback and intervention; action research)
- Widen horizon for the whole community (better knowledge of prior learning; parental engagement opportunities)