

Religious Education at Eppleton

Our Vision for RE at Eppleton

At Eppleton, we want our pupils to be able to ask and answer challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, issues of right and wrong and what it means to be human. We aim to achieve this through enquiry-based learning with a focus on three key elements: knowledge and understanding of religion, critical thinking and personal reflection.

At Eppleton, we encourage tolerance and respect for all, including those with differing faiths and beliefs, through developing our pupils' understanding and appreciation of diversity, hand in hand with helping children to develop the confidence and skills that they require in order to challenge and deal with prejudice, discrimination and racism.

Alongside this, we offer our pupils opportunities for personal reflection, where they are able to explore their own beliefs (whether religious or not). Children are also given the opportunity to explore their own responses to questions raised and to examine issues of religious beliefs, in relation to both themselves and others, as they consider how religion and beliefs have an impact on individuals and groups in local, national and global contexts.

Within RE, we promote the SMSC values (spiritual, moral, social and cultural), preparing children for the experiences of later life. Ultimately, we strive to ensure that all children become listeners and communicators, develop empathy and respect, and form their own sense of identity and belonging.

What would a typical RE lesson look like?

Unit questions are evident in all RE lessons. All children will be given the chance to be a listener and a communicator, where they will be given opportunities to develop their knowledge and understanding of the beliefs and practices within religion, as well as to develop skills, such as: critical thinking, evaluation, analysis and reflection (in relation to the religious material they learn about).

Furthermore, lessons should follow the following cycle of enquiry: engage, explore, enquire, evaluate, present, reflect and evaluate.

In terms of timetable allocation, RE may not be taught every week, for example: it may be taught in an allocated slot every week; an afternoon every few weeks,

or given a suspended timetable day (allowing for enquiry based research, a visit to a place of worship, a visitor to school etc.)

Where are resources and lessons planned from?

Teachers should use the Agreed Syllabus for the Teaching of RE in Sunderland to plan lessons, which provides continuity and progression by building on the knowledge, understanding and skills that pupils gain across and between key stages. Teachers must ensure that the RE concepts (belief, authority, expressions of belief and impact of belief) underpin their teaching so that pupils have the opportunity to deepen their understanding of these concepts and make increasingly complex studies of religion.

Teachers must follow the appropriate programmes of study, which indicate appropriate learning about each religion across the key stages, enabling teachers to refer to other key stages to ensure they plan for progression in learning. Teachers must be aware of the key focus and learning outcomes for each key stage in order to ensure that they plan work that is appropriate for the age and ability of their pupils.

Teachers must follow the long-term plan agreed for their year group and should refer to the exemplar plans within the agreed syllabus if needed. Teachers will use questions as the focus for their units of work, as these are designed to enable pupils to develop and extend their learning about religious beliefs and practices across the key stages. Teachers are to use a range of sources to find suitable resources and activities to support the learning, engagement and progression of ALL children.

Where do we record evidence for RE?

Evidence for RE is to be recorded, for every child, in an RE exercise book. Teachers are expected to have evidence for every RE unit, which can include written work, reflections and photographs (where appropriate). Each unit should have a cover page to ensure the question of enquiry is evident. Learning objectives should also be evident and appropriate to the question of enquiry.

How do we assess in RE?

In line with our marking policy, if teachers believe that a child has met the objective, a green dot will be placed next to the learning objective. If teachers

believe that a child is still working towards the objective, a pink dot will be given.

As stated within the agreed syllabus for RE in Sunderland, RE is based on three key elements: knowledge and understanding of religion, critical thinking and personal reflection, which are interlinked and enable pupils to make good progress in the subject. However, while knowledge and understanding of religion and critical thinking are assessable for all pupils, personal reflection should not be assessed.

RE will be assessed using levels which reflect the three elements that comprise RE. Teachers will refer to a series of level descriptors (of increasing difficulty): each describes the types and range of performance that pupils working at that level should characteristically demonstrate. To ensure continuity and progression for all pupils, these levels should be used in conjunction with the key focus of learning and the learning outcomes for the appropriate key stage, which indicate what the majority of pupils should be able to do by the end of each key stage. **By the end of KS1, most children should be working between levels 1-3 (2 representing the EXS); in LKS2, between levels 2-4 (3 representing the EXS); and in UKS2, between levels 3-5 (4 representing the EXS).**

Teachers should use these level descriptors to make teacher assessments for each child, which will allow them to assess whether or not each child is working above the expected standard; at the expected standard; towards the expected standard or below the expected standard. In EYFS, children's progress and attainment should be assessed and reported on in relation to the Early Learning Goals.

[What do RE displays look like in school?](#)

There is no expectation for teachers to display work produced during RE lessons in the classroom; however, teachers may want to display subject-specific vocabulary and work produced by children on their 'work to be proud of' board.