

RE

Rationale

“Respect for all, Learners for Life”

Our school motto is the motivation behind our school and what makes our school curriculum unique. It is our core belief that entwines and leads the curriculum at our school.

Vision

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, love learning and actively work together to be the best they can be.

Intent

At Lister Infants we want our children to love Religious Education. Our aim is to offer a stimulating RE curriculum that allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life.

Lister Infants teaches Religious Education based on the Liverpool Agreed Syllabus for Religious Education (SACRE). We have worked hard to develop our own curriculum model and methods for teaching this important subject to suit the needs of our children. RE is coherently planned and sequenced towards sufficient knowledge, understanding and skills for future learning in a range of contexts.

Lister Infants is dedicated to meet the aims of the Religious Education curriculum. We aim to promote curiosity and a love and thirst for learning. It holds meaning for our pupils with strong links to the school's local area and community, the city of Liverpool and key events happening in the country and around the world. We are committed to putting Religious Education on the map here at Lister Infant School.

We aim to expose our children to a wealth of visitors, trips and experiences of religion. This may include trips to the local church, places of worship and visitors to the school to promote different religions and religious festivals.

RE at Lister Infants promotes an enquiring approach in which we aim to encourage our pupils to carefully consider issues of beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner.

Religious Education is both a subject in its own right and has a significant role in the promotion of spiritual, moral, social and cultural development. At the heart of our curriculum is a focus on an ultimate question and ethical issues. This focus enables our pupils to appreciate their own and others' beliefs and cultures. Holding a central concern for Religious Education at Lister Infants has enabled us to promote each pupil's self-worth. A sense of self-worth helps our pupils to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships. We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by

providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the Religious Education curriculum. At Lister Infants School we aim to prepare them for the opportunities, responsibilities and experiences of later life.

Key drivers:

- To provide an exciting and engaging RE curriculum that is broad and balanced and accessible to all pupils.
- To provide a culturally rich RE curriculum, relevant to our children so they have breadth of experience.
- To ensure there is breadth, depth and progression in teaching and learning across the RE curriculum and within and across year groups to increase pupil's knowledge, skills and understanding.
- To have high expectations of all our pupils by providing challenge.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days with plenty of locality links to inspire our children to learn and achieve.
- To deepen knowledge through enhancing vocabulary.

Values:

We promote and teach three key values to our pupils that will ensure they develop the skills to be good citizens in the future. It is our values that determine our thinking and our behaviour. They are the principles, standards of life stances that act as guides to our behaviour. The RE curriculum has been carefully crafted so that our children develop successfully in each key value.

- Respect
- Kindness
- Honesty

Implementation

The Religious Education curriculum at Lister Infants School has been carefully built and the learning opportunities and assessment milestones for each year group crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. It aims to develop curiosity, creativity and enable children to be independent, active learners.

We follow SACRE, the agreed syllabus for Liverpool. Children are taught to understand and respect the importance of religious beliefs in the world around them. The syllabus aims to allow pupils to explore themes and concepts within religion drawing on beliefs from a range of different faiths and world views.

We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. That is why an enquiry approach was implemented, encouraging higher-order thinking and allowing our children to explore in a way that is meaningful to them.

To deliver the syllabus, we use the scheme Discovery RE and NATRE, which is a comprehensive detailed lesson planning resource for the whole Primary School plus Nursery. The enquiry approach has made RE exciting and engaging at Lister Infants School. We have also found that this approach has encouraged a real thirst for learning and it has brought RE alive for the children. Each unit of work begins with an enquiry process, starting in the children's experience, venturing into the world of religion and back into the child's map of the world. The world our children live in is full of beauty but also full of confusion. At Lister Infants we aim to equip and empower children to make sense of it.

To make sure the legal requirements are met and our curriculum is broad and balanced we teach:

- Christianity throughout EYFS and key Stage 1
- Other principal religions represented in Great Britain (Judaism and Islam)

Staff teach a weekly religious education lesson. This helps to ensure sufficient time is allocated to Religious Education and that the subject matter can be revisited frequently. We believe that by crafting our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

At Lister Infants the children become engaged in learning through real life experiences, using educational visits to local churches and inviting visitors of different faiths to school to bring relevance and enjoyment throughout lessons and weekly assemblies taken by Bethel Church. We see real passion in their work because they have had real life experiences. Our trips connect children to their local area such as visits to Bethel Church and St John's Church where the children enjoyed examining the stained glass windows and wonderful art work. Liverpool has a strong Jewish community as well as two large Cathedrals.

We feel that we enrich the children with a wealth of culturally rich experiences. There is always a real buzz when the children experience this and they aspire to aim high and achieve. For example the whole school enjoys taking part in a Harvest Festival Assembly, which enables the children to think about where in the world they get their food from as well as providing them an opportunity to care for those less fortunate than themselves, as children bring in food for the local food bank. At Christmas, all children in the EYFS and Key Stage 1 confidently perform to their parents the Nativity story, learning songs and narration well, which we enables all children to gain positive experiences of Religious Education through the Arts.

SMSC in Religious Education

SMSC stands for; spiritual, moral, social and cultural development.

SPIRITUAL DEVELOPMENT

The Spiritual aspect of SMSC is embedded in our lessons, with pupils often being given opportunity to reflect on how the things they have learnt can affect and influences their own lives.

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feeling and values.
- Sense of enjoyment and fascination in learning about themselves others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

MORAL DEVELOPMENT

The moral aspect of SMSC asks pupils to consider the moral issues of the topics that are being addressed, such as the role of humans and the environment.

Pupils' moral development in shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating, and offered reasoned views about, moral and ethical issues.

SOCIAL DEVELOPMENT

Within Religious Education pupils are given the opportunity to develop their social skills through debate, speaking and listening, group work and using a variety of modern media. We also reflect on issues of community cohesion and the affect religion has on individuals.

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, cooperating with others and being able to resolve conflicts effectively.
- Interest in and understanding of, the way communities and societies function at a variety of levels.

CULTURAL DEVELOPMENT

Religion, Morality and Social skills are underpinned by the culture we live in. Within

Religious Studies we look at issues of how religious beliefs affects the culture we live in. We also review world faiths and show the importance of the influence of culture and religion often go hand in hand throughout the world. Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Inclusion

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational needs are identified and teachers ensure lessons are catered to suit every pupil's needs through adapting tasks, using resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

Family links

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to be fully involved in their child's education. Parents are invited to review their children's school books (during open afternoons and parent evenings) and to support their child in responding to their teacher's feedback. Parent comments are added to topic books to share their view on progress, enjoyment and attainment. Parents are invited to watch all shows and assemblies performed by the children including class assemblies, Harvest assembly and the Christmas Nativity to name a few. Lister Infants shares learning through Twitter and the school website which is a great way for our families to access what the children are experiencing in the classroom and to continue that learning at home.

Impact

R.E has a high profile in our school and is seen throughout many aspects of school life. We are proud that Religious Education contributes dynamically to children in school by provoking challenging questions about the meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. The strong links we have with the wider community and local churches promote positive role models for our children.

We expect all pupils to make progress which we see as knowing more and remembering more of the intended curriculum over time. We hold ambitious endpoints for our children and the

majority of our pupils leave being able to master an understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. We expect pupils to learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

The assessment milestones have been carefully mapped out in Discovery RE and are further broken down for each year group. This means that skills in Religious Education are progressive and build year on year.

During the Foundation Stage and KS1 teachers complete ongoing informal assessment to support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

Children are assessed by their class teacher at the end of each term and the data is logged onto the school system mid-year and end of year and used by the RE Lead, Assessment Coordinator and Senior Management team who track pupil progress.

At the end of each year teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the year (expected);
- not yet at the level of development expected at the end of the year (emerging);
- or beyond the level of development expected at the end of the year (exceeding). (See assessment policy for further details)

The school implements a termly programme of prioritised monitoring, review and evaluation which includes:

- Book scrutiny (where appropriate)
- Lesson Observations where appropriate
- Pupil Voice
- Learning walks

The coordinator feeds back to the Senior Leadership Team each term by completing a termly report monitoring data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator. Additionally a learning walk takes place where lessons, books and pupil voice are triangulated to ensure high quality learning is happening.

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

We ensure all staff receive regular CPD in order to provide the highest quality of education to our pupils. The subject lead attends regular subject lead meetings and training days throughout the year organised by the local Diocese. Information gained from these meetings is shared with all staff in staff meetings to ensure good practice is implemented by all.