

# RE at Lawn

## Intent Statement

We believe that knowledge and understanding of Religion is crucial in providing children with the tools to be able to question, investigate and critically engage with issues affecting people's lives throughout the world. We hope to develop their understanding of the world around them, recognising and accepting different viewpoints and beliefs, making them tolerant and open-minded. Varying beliefs and viewpoints (focusing on the main religions of the world but also including non-religious viewpoints) will be taught throughout our children's time at Lawn, building on their knowledge and understanding, as their understanding of the world around them expands. This will prepare them for being successful global citizens with a deep understanding of where they fit in the world and how to co-exist with people who have different views to themselves. By its nature, our RE curriculum will address diversity and identity issues through the investigation of differences and similarities between people, places, cultures and beliefs. Our children will develop a sense of identity, value diversity and respect all people and the world around them.

Our curriculum intent for RE encompasses our six core values. By the time they leave Lawn, our children should feel a **responsibility** to understand, accept and **respect** people of all religions and viewpoints. They will **empathise** with all people, regardless of differences in beliefs and viewpoints. They will regard **teamwork** between all people as essential for a tolerant and respectful world. They will use their **initiative** to foster acceptance of and co-existence with others, regardless of beliefs and viewpoints. They will demonstrate **integrity**, standing up for their own beliefs and the beliefs of others if faced with disrespect and a lack of tolerance.

RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

## Implementation: Resources

- Derbyshire and Derby City Agreed Syllabus for Religious Education 2020-2025-fully comprehensive scheme with linked lesson plans for each unit of work.
- Visits to different places of worship for several year groups.
- Assemblies linked to different religious celebrations and events to enhance children's cultural capital.

## Implementation: Planning

Years 1-6 use units from the Derbyshire and Derby City Agreed Syllabus. Each unit has a 'key question' to be answered, which are set out in the document below.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1.1 Why do we celebrate Christmas?</p> <p>1.2 Why do we celebrate Easter?</p>	<p>2.1 What does it mean to be a Muslim?</p> <p>2.2 Why do Muslims pray five times a day?</p>	<p>3.1 What does it mean to be a Hindu?</p> <p>3.2 Why do Hindus believe in reincarnation?</p>	<p>4.1 What does it mean to be a Christian?</p> <p>4.2 Why do Christians believe in Jesus?</p>	<p>5.1 What does it mean to be a Jew?</p> <p>5.2 Why do Jews believe in the Torah?</p>	<p>6.1 What does it mean to be a Sikh?</p> <p>6.2 Why do Sikhs believe in the Gurus?</p>

Each unit of work has a linked set of lesson plans for teachers to use as a starting point for their individual lesson plans.

## Implementation: Curriculum links

Our RE syllabus is stand-alone and does not link to our curriculum.

However, we do make links between the teaching of RE and our 'We are all unique' topics.

In addition to this, Y3 take part in a Linking Schools Project with Akaal Primary, who are predominantly Sikh. They teach an additional RE unit around Sikhism to support this learning.

## Implementation: Scheme

Years 1-6 follow the Derbyshire and Derby City Agreed Syllabus for Religious Education 2020-2025.

We also have linked lesson plans for each unit of work.

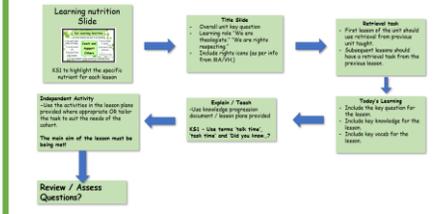


FS2 cover RE in a more cross curricular way. This knowledge organiser gives more details.



## Implementation: Lesson Sequence

This flow chart shows the sequence of slides for each lesson.



This is an example set of slides for an RE lesson.

**Key Question - This is the overall unit question**

☆ We are theologians

⚖️ We are rights respecting

This lesson will help you have the right to:

## Implementation: T & L / Pedagogies

- Each RE lesson starts with a review of prior learning to help embed knowledge.
- Children revisit key religions throughout their time at Lawn, allowing them to revisit and build on prior knowledge.
- Years 1-5 supplement their learning with a visit to a place of worship and / or the Derby Open Centre to have a first hand experience of the religion they are learning about.



## Implementation: Environment

- 'RE in KS1' display in the Smedley Hall and 'RE in KS2' display in the Davies Hall. These include information about the enrichment opportunities provided, as well as facts and knowledge recalled by the children and how this links to our values.
- RE artefacts display in the Year 3 / 4 break out area for children to explore religious artefacts from a range of religions.

## Implementation: Response to Covid

- Some RE work was set for children (in some year groups) to complete on 'Showbie' whilst the children were learning at home.
- Since returning to in-school learning, RE teaching has recommenced. Lesson plans to match the syllabus have been purchased to ensure teaching and learning is of a good standard.

## Implementation: Feedback

- Whole class verbal feedback, particularly in relation to misconceptions and errors.
- Individual verbal feedback and live marking using TED (Talk, Edit, Dojo) as appropriate.

## Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- Quality first teaching strategies to support all learners.
- Use of dual coding to add a visual aspect to learning.
- Use of iPads to aid accessibility
- Scaffolding provided for children as required.
- Formative and summative assessments inform next steps for highlighted individuals and groups.
- GDS children given more complex questions to extend learning (such as comparing religions.)

## Impact: Evidencing

- Written outcomes will be recorded in topic books with a title (including 'RE' before the title.)
- Non written outcomes will be recorded as photographs, videos or voice notes. This will show the final completed outcome of the lesson.
- Non written outcomes will then be saved onto TEAMS in a folder with the related lesson slides.

## Impact: Assessment

- Retrieval tasks are completed at the start of each lesson to assess prior learning.
- Live marking during lessons and a review slide at the end of each lesson to assess new learning.
- End of unit assessments to identify children working towards the expected standard and children working at greater depth.
- Monitoring is also used to assess the learning completed.

## Impact: Monitoring

- Lesson slide reviews - is the slide template provided being used? Do the slides match the lesson plans provided?
- Book-looks - does the evidence in books match the planned activities on the slides / planning?
- Video / audio evidence (used when written outcomes are not appropriate.)
- Lesson observations and drop-ins
- Pupil voice