



Subject	RE	Lead	Sara Macphee
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Curriculum Intent

Purpose and Aims – taken from the Doncaster RE Syllabus

The principal aim of the RE curriculum is to engage all pupils in systematic enquiry considering in depth, questions which religion and worldviews address. Children will develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Our ambition is that all children will develop the skills and understanding needed to express their own beliefs whilst also considering and appreciating the beliefs of others. RE contributes to spiritual, moral, social and cultural development and provides crucial elements of a child's identity. Through exploring a wide variety of questions and themes, children are exposed to a diverse and creative subject content which reflects our school community. Children will study a wide range of religions and communities and will develop a depth of understanding in terms of the similarities and differences between them.

The sequence of the curriculum is planned to create links and progression throughout school enabling knowledge and skills to be revisited and embedded. RE is taught using a variety of different approaches to enable all children to be able to access the learning, regardless of personal barriers. There are many opportunities for oracy throughout the RE curriculum. Children listen to and discuss a variety of themes with opportunity to debate moral issues and express their own opinions and beliefs. Story telling plays a vital role in the teaching of religion. Through reading appropriate texts, our children learn about significant stories from different religions and are able to explore the hidden meanings and morals that they suggest. In the Foundation Stage, RE is taught through topics based upon the children's own lives and their own experiences, this links to many curriculum areas specifically Communication and Language and Understanding the World. Children's knowledge, application and understanding is assessed regularly against the end of key stage outcomes as outlined in the Doncaster Agreed Syllabus for RE. In conclusion, our ambition is that our children are taught to understand, be sensitive towards and respect the importance of many different religious beliefs and the diversity they bring to the world around them.

Curriculum Implementation

RE is taught in blocks once a term. Across the Autumn, Spring and then Summer terms, the units move from 'believing' to 'expressing' and then 'living'. Units are planned to build on previous knowledge whilst also developing the knowledge and skills outlined in the RE syllabus. EYFS focuses on the children's own experiences, KS1 focuses on 2 religions (Christianity and Judaism) and KS2 builds on children's knowledge and understanding whilst adding knowledge of a variety of other religions and beliefs.

Subject Content and Organisation Across School

Year Group	Faiths covered	Autumn Believing	Spring Expressing	Summer Living
EYFS		F2 Which people are special and why?	F3 Which places are special and why?	F5 where do we belong?
Year 1	Christianity Judaism	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred? Christians and Jewish.	1.7 What does it mean to belong to a faith community? Christians and Jewish.
Year 2	Christianity Judaism	1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times? Christians and Jewish.	1.8 How should we care for others and the world, and why does it matter? Christians and Jewish.
Year 3	Christianity Islam	L2.1 What do different people believe about God? Christian and Muslims	L2.4 Why do people pray? Christians and Muslims	L2.7 What does it mean to be a Christian in Britain today?

Year 4	Christianity Islam Judaism Humanism	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities? Christians and Muslims.	L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist)
Year 5	Christianity Islam Judaism Humanism	U2.1 Why do some people think God exists? Christians and non-religious (e.g Humanists)	U2.4 If God is everywhere, why go to a place of Worship? Christians and Jewish people.	U2.6 What does it mean to be a Muslim in Britain today?
Year 6	Christianity Islam Judaism Humanism Hinduism	U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g Humanists)	U2.5 Is it better to express yourself in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)	U2.7 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community) Christians, Hindus and/or Muslims.

Curriculum Impact

Strengths of the Subject:	Areas for Development:
<p>Y4 and Y6 achieved over 70% expected or above.</p> <p>More children achieving GDS than last year in upper KS2.</p> <p>Girls perform well in RE, especially in Y2.</p>	<p>Close the achievement gap between boys and girls in all year groups, particularly Y1, Y2 and Y6.</p> <p>Increase the number of children achieving GDS in KS1 and LKS2.</p> <p>Close the gap for PP children in all year groups.</p>

Key Priorities for the Year:

Priorities	Success Criteria
The implementation of the curriculum.	The curriculum intent (planning) matches the learning taking place in lessons.
To develop progression documents to show how knowledge, skills and understanding develops within RE throughout school.	Progression documents are in place. Skills development is evidenced in pupils learning
To improve RE attainment data.	Boys have significant progress in years 2 and 3. More children achieve GDS across both key stages. To strengthen PP attainment data in all year groups.
Development of assessment practices to ensure children are able to know more and remember more.	Teachers use assessment and retrieval practice to assess the knowledge that children have learnt. This is evidenced in retrieval books and through formative assessments.
To ensure children have knowledge of a range of faiths and cultures.	Celebration events of different cultures developed across assemblies. Visits/links to different religious faiths.

Contribution to Early Years

<p>Throughout the EYFS, children will explore how other people are the same and different to themselves. They will begin to make connections between the features of their own family and other families and develop positive attitudes towards the differences between people. Children will recognise that people have different beliefs and learn that special times are celebrated in different ways. Knowledge and skills will be taught through books, pictures and real-life experiences. Children will be encouraged to talk about differences, ask questions and explain their own thoughts using a growing vocabulary.</p>
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Subject Attainment: End of Year (2020-21)		
Year Group	Percentage achieving Expected	Percentage achieving GDS
EYFS	N/A	5%
Year 1	60%	10%
Year 2	67%	15%
Year 3	65%	14%
Year 4	78%	13%
Year 5	63%	27%
Year 6	73%	5%
Whole School Average	68%	14%

