



Religious Education

At Holywell Primary, we believe that the role of Religious Education is to provide opportunities for pupils to explore and reflect on the beliefs and practices upon which people base their lives. It aims to develop skills and understanding of religious ideas. We strive to develop pupils' knowledge, understanding, and skills needed to handle questions raised by reflecting on their own ideas and ways of living.

Intent

We aim to:



Make sense of a range of religious and non-religious beliefs

Understand the impact and significance of religious and non-religious beliefs.

Make connections between religious and non-religious beliefs, concepts, practices and ideas.

Develop a sense of open-mindedness, shared understanding, tolerance and inclusion.

Experience, explore and understand the concept of freedom of belief

Implementation

How we achieve our aims:



Ambitious Curriculum for All

We follow the [Worcestershire Agreed Syllabus](#) for Religious Education

And use evidence from

[OFSTED Subject Report – RE](#)

[OFSTED Research Review - RE](#)

Substantive Knowledge

The R.E curriculum forms a 'spiral curriculum', so that pupils encounter and engage with the core concepts on a number of occasions, therefore, embedding their learning:

- Christianity
- Islam
- Hinduism
- Judaism

Disciplinary Knowledge

Pupils are encouraged to 'Think as a Theologian' by:

- Investigating
- Reflecting
- Expressing
- Interpreting
- Empathising
- Applying
- Discerning
- Analysing
- Synthesising
- Evaluating

Curriculum Links

RE links in various areas across the curriculum.

- Examples include:
- PSHE and British Values
 - Geography
 - History
 - English
 - Drama
 - Art
 - Music.

Enrichment

We enhance our R.E curriculum through:

- Visits to places of worship
- Visitors
- Assemblies
- Celebration of festivals
- Artefacts and replicas

Inclusive and Adaptive Teaching

All students participate in Religious Education lessons regardless of ability, special educational needs, or disability. We create an inclusive learning environment where each child can engage meaningfully in the curriculum, with adaptations made as necessary.

Support

- Connections to previous learning are made in a clear manner, both verbally and visually
- Activities are adapted to meet need and avoid cognitive overload for all, especially SEND children
- One to one and small group support within lessons
- Clarification and simplification of language and instruction

Challenge

- Encouraging critical thinking by posing open-ended questions.
- Facilitating collaborative discussions to explore diverse perspectives.
- Implementing reflective activities to promote self-assessment and personal growth.
- Empowering peer-led discussions to foster confidence in voicing opinions.
- Challenged recall with reduced access to support materials.

Assessment

Formative assessment takes place in every lesson:

- Questioning
- Assessing if the children are ready to move on at the point of teaching through in-class observation and discussion with pupils
- Assessment of effort and ability to contribute to peer discussion and articulate thoughts, questions and views articulately.

Components of Effective Lessons

- The use of carefully designed screens and images.
- Paired and group work to support exploration and promote oracy and discussion
- Direct teaching which makes clear connections with previous learning
- High quality modelling
- Consolidation through revisiting and evaluation in order to deepen learning
- Access to support materials and vocabulary
- Teachers and LSAs supporting learning, asking skilful, probing questions.
- Use of physical resources and practical activities where appropriate
- Use of floor books to capture taught concepts, reflections, ideas and achievements over time.

Subject Leadership

Resources

- Carefully designed screens using a range of images
- Physical resources, artefacts and replicas
- Fiction and non-fiction texts
- Music of the faith
- Examples faith-related art pieces
- Video clips
- Floor books.

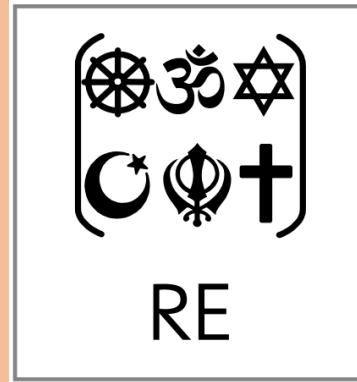
CPD

CPD includes both in-house and online training. Staff are trained to teach and discuss potentially sensitive issues and concepts carefully and thoughtfully.

Quality Assurance

We quality assure through:

- Pupil book study
- Learning walks
- Book looks
- Staff voice



Impact

Our outcomes:



Children explore their own ideas and beliefs and those of others.

Children develop an understanding and tolerance of and respect for people from a range of faiths.

Children ask perceptive questions and feel safe and confident to articulate their views and ideas.

Teaching teams are confident when teaching RE.

All children make progress from a range of starting points.