

Our teaching approach to RE

Intent

At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning with a knowledge and understanding of a range of religious and non-religious worldviews. As well as this, we aim for children to gain the skills to engage seriously with a variety of worldviews.

1. The Curriculum: What do we teach, when and how?

The RE curriculum is based on the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus 2022-2027.

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religious and non-religious worldviews.
- Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.
- Gain and deploy the skills needed to engage seriously with religious worldviews.

**Manchester, Salford, Stockport,
Tameside and Trafford**
Agreed Syllabus for Religious Education
2022-2027



2. SEND, inclusion and adaptive practice.

We want all of our learners to be part of RE lessons and, as far as is appropriate, pupils with special educational needs will follow the same RE curriculum as all other pupils. As in all subjects, teachers work hard to remove barriers to learning. Some examples of how we achieve this in RE are:

- ❖ Targeted questioning and scaffolding of learning tasks
- ❖ Pre-teaching of vocabulary or new concepts
- ❖ Adult support to complete tasks in small groups or one-to-one
- ❖ Use of visuals alongside text/key words
- ❖ Opportunities to record ideas in different ways e.g. taking a photo, creating a mind map, recording a video/audio file
- ❖ Dyslexia friendly font used and white backgrounds for interactive whiteboards are avoided
- ❖ Clear lesson structure, steps are broken down into small manageable chunks
- ❖ Use of a WAGOLL (What A Good One Looks Like) to stimulate ideas and to show the expected end product
- ❖ Collaborative learning opportunities, buddy systems, paired writing, talk partners, small group work etc.
- ❖ Multisensory learning opportunities
- ❖ Modelling how to complete tasks
- ❖ Sentence starters are given to support children in starting a piece of work

3. What would you see in the classroom?



Each year group focusses on a different religion:

- Year 3 – Christianity
- Year 4 – Hinduism
- Year 5 – Judaism
- Year 6 – Islam

Every class studies these religions by following three key themes – believing, expressing and living. All topics start with key questions that encourage pupils to consider the different beliefs of others, how different people express themselves and how other faiths and communities live. “Can you still?” activities are widely used to review and revise learning from previous year groups in order to make links between different religions along the golden threads of believing, expressing and living.

In the classroom, you will see success as well as failure, and the children gain important skills of how making mistakes allow us to learn and learn more meaningfully.

4. Assessment: How do we know how the children are doing? How do they know?

Knowledge organisers on the inside back cover of children’s humanities books are used that contain “I can...” statements that are used for self-assessment and assessment by teachers. Children’s work in RE is assessed against these “I can...” statements to determine whether children are emerging, meeting or exceeding the year group expectations. Teacher assessment judgments are made and recorded every term.

5. How does our subject leader monitor, evaluate, and improve the teaching of RE across our school?

Leaders use regular learning walks and observing class teaching to ensure a consistency of approach across the school. RE Subject Study Days and Monday Monitoring allow the RE subject leader to observe teaching, discuss learning with pupils about their books and plan ways to improve provision in the subject.

6. Cross curricular links, enrichment and the community.

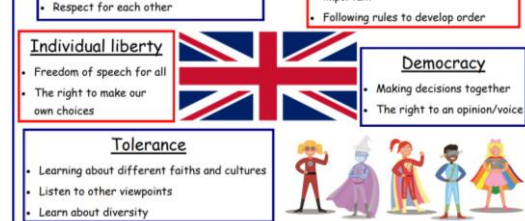
In addition to RE lessons, we also have whole school assemblies and other activities that support the RE curriculum.

We learn about religious festivals and celebrations including:

- Diwali
- Advent and Christmas
- Hanukkah
- Lunar New Year
- Lent and Easter
- Ramadan and Eid-al-fitr
- Holi
- UK patron saints’ feast days



The wider school community are invited to join us to celebrate Christmas carol services. We also have visitors in school to support some areas of the RE curriculum, such as a workshop on Islam in Year 6. Our children also have the opportunity to visit places of worship, such as Dialstone Lane Methodist Church in Year 3.



RE lessons and whole school activities also make links to the fundamental British Values of mutual respect, tolerance, individual liberty, democracy and the rule of law. Cross curricular links are made, where appropriate, to enrich the coverage of festivals and the RE curriculum.