



RE at Ashmole Primary School

‘Religious Education provides a vital foundation for the spiritual development of children in preparing them for adult life’.

Intent

Our vision at Ashmole Primary School is to provide effective RE in order to help pupils become confident and fulfilled adults, able to explore the fundamental questions of human existence. We recognise that the children at Ashmole Primary School are religiously diverse. This diversity provides rich opportunities for children to learn from one another and to develop respect for one another and religious tolerance. We believe that RE contributes to inclusive education by giving all children the opportunity to express their unique experiences and, at the same time, focusing on human experiences common to all.

Implementation

At Ashmole Primary School, class teachers ensure children are offered a variety of experiences within their lessons, for example, to handle artefacts, examine photographs or cook religious food as well as opportunities to discuss religious ideas and beliefs so that RE is as stimulating and interesting as possible.

Children also have the opportunity to visit places of worship and meet parents and other visitors from local religious communities. Teachers encourage children to consider the similarities between religions as well as appreciating the differences between faiths and remind children about the importance of respect and tolerance. Worldviews and philosophical ideas are also discussed and debated.

Class teachers plan the work with the children following the themes outlined in the Curriculum Map and identify the children’s existing foundation knowledge. The units in the Curriculum Map reflect those outlined in the agreed syllabus for RE provided for Enfield. The first lesson of each RE unit begins with the children completing a ‘Big Questions’ activity which provides children with an enquiry-led approach to their learning leading to them develop their own questions to investigate. They then return to their big questions at the end of the unit to answer the ‘Big Questions’ giving them the opportunity to assess their own learning.

Impact

As a result of effective RE, our objective is to see children able to:

Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others.

Reflect on their own and others insights into life, its origin, purpose and meaning and express their beliefs.

Appreciate that religions share similarities as well as differences and recognise that diverse religions are global.

Assessment

Children will be encouraged to consider their progress in developing religious knowledge and understanding through answering the 'Big Questions' generated at the start of each unit of work. Opportunities for peer and self- assessment will further inform the teacher and inform planning and further differentiated support for pupils. At the end of each year, we make a summative judgement about the achievement of each pupil. At this point teachers decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning outcomes, exceeded expectations or is still working towards the age-related expectation. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. The subject leader will carry out learning walks, book scrutinies and offer support in teaching RE.