




Religious Education at Freemantle




Intent

At Freemantle Church of England Community Academy, 'Everyone is Welcome' and everyone is taught to be respectful and compassionate and courageous. Religious Education prepares the children of Freemantle to live in a world where there are multiple points of view. We provide the children with the knowledge and understanding of Christianity and other principle religious traditions and worldviews in Great Britain. Through this the children develop positive attitudes towards others, respecting their beliefs, experiences and opinions. As a wonderfully diverse school, the children's experience is acknowledged so that religious education can make a positive contribution to their ability to discern how all that they learn might matter to their own lives (and the lives of others). We encourage our children to make their own informed decisions and to have the confidence to discuss what they think and believe.

Aims:

- Know about and understand a range of religions and worldviews.
- To express ideas and insights about nature, significance and impact of religions and worldviews.
- To help children explore the moral and spiritual aspects of human life.
- To develop empathy and an understanding of others.
- To understand the world they live in and how they contribute to it.
- To develop positive attitudes towards others, respecting their beliefs, experiences and opinions.

Implementation

At Freemantle Community Academy, we follow the locally agreed syllabus Living Difference IV. This is a concept based approach and a real strength of the syllabus as it reaches across all subjects, all religions and worldviews and is relevant to every person's life, preparing the children for the diverse world we live in. We focus on the 4 Golden Threads or concept words laid out in Living Difference IV. These teach children about the **community** that they are a part of; how they **belong**; that they are **special** and **loved**. These are woven, like a spiral, over and over across the school into a tapestry of knowledge. As a result, the children are better able to speak, think and act in the world and discern what is of value for themselves. The children engage in a 'Cycle of Enquiry' where they develop an understanding and appreciation for the beliefs, practices and influence religions and worldviews have in the world around them.

1. We begin teaching RE in Early Years using a holistic approach in Discovery Time, through stories and circle time. The children in Early Years also have access to the series of books, 'Belonging and Believing' to support their understanding.

2. As children move on to KS1, they build on their earlier work using the agreed syllabus. As a Church school, the majority religion studied is Christianity (at least 50%). The children also learn about Judaism in depth while also receiving an overview study of Sikhism.

3. Within KS2 teaching and learning, the children continue with Christianity as the majority religion but their learning extends to Hinduism in Year 3 and 4 and then to Islam in Year 5 and 6. In Year 6, children also study the worldview of Humanism, developing an understanding of religious and non- religious approaches to life and that everyone has a point of view.

...Implementation continued

We ensure that at the start of every lesson, children are explicitly taught key vocabulary which is then displayed clearly on the class vocabulary wall and referred to throughout the unit. We also use Quick Fire Quizzes at the beginning of lessons to assess prior learning and ensure this is secure.

At Freemantle, one of our four key curriculum aims is 'every child a reader' ensuring that we plan a reading-rich curriculum that supports the development of communication and language and results in the acquisition of knowledge which is retained, so that our pupils **know** more, **remember** more and **learn** more. In RE, a range of high-quality texts are available in the library that supports the children's understanding of the concept they are learning about. In EYFS, for example, they have a high-quality resource, a series of book, 'Belonging and Believing' which focuses of the lived experiences of real children's lives from 8 different religions or worldviews supporting the children in knowing some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been **read** in class (EYFS framework, 'Understanding the World -People, Culture, Communities)

Impact

Religious Education at Freemantle is a Communication and Language based subject where discussion and conversation is vital. Freemantle children can discern and explain how what they have learnt matters to their own lives and to the lives of others enabling them to make their own informed decisions and to have the confidence to discuss what they think and believe. As a result, RE enables the children of Freemantle to better understand themselves and their own opinions preparing them for KS2 and with a better understanding of how to live respectfully in an ever-changing, diverse world.

RE makes an invaluable contribution to SMSC (Spiritual, Moral, Social and Cultural) development as many of the skills and concepts learnt in RE link to the journey that pupils have in SMSC. Please refer to the RE Progression of Skills for more information on this.

As part of the teaching and learning journey, children are assessed regularly in relation to their progress. Assessment during lessons is used to inform future lessons and support pupils moving forwards. We plan and provide activities that are accessible to all pupils irrespective of gender, SEN, race, creed and disability. Equal opportunities are carefully considered and support is provided wherever needed to assist pupils in their understanding. Staff also use the RE Progression of Skills document to assist in assessment.