

Religious Education at Princess Frederica

Overview

Being a Church of England school, we follow the London Diocesan Board for Schools RE framework for primary schools. The LDBS framework requires that provision of RE lessons in Church of England schools should be based on 'The State of Entitlement' which stipulates that two-thirds of RE lessons should be based on Christianity and one-third of RE lessons should be based on other world faiths. (Judaism, Islam, Buddhism, Hinduism and Sikhism.) This equates to 4 half-term units of Christianity and 2 half-term units of other principal world faiths.

For each year group, there will be an overview of what each year group should have achieved by the end of the year followed by a more detailed outline of the topics covered as they relate to the three strands for RE learning.

A: know about and understand a range of religions and world views.

B: express ideas and insights about the nature, significance and impact of religions and worldviews.

C: gain and deploy the skills needed to engage seriously with religions and world views

Vision

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Implementation

- Weekly RE lessons from Nursery to Year 6. The amount of time spent on RE is UP TO 30 minutes every week in the Foundation Stage and 1hour and 15minutes per week from Year 1-6.
- Class assemblies always include reference to RE teaching in class.
- Cross-curricular links are made with different subjects to increase purpose of RE and ensure it is entwined with other subject areas and the curriculum as a whole.
- Incidental opportunities to use RE in other lessons and during either in-class act of worship or whole school collective worship.

Impact

- Pupils become religiously literate.
- Pupils are able to make connections within and across religions and world views.
- Pupils are able to reflect, respond and express their own opinions and beliefs.
- Pupils are able to ask deep and meaningful questions.
- Pupils are able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews belief systems, values and practices.

Supporting all learners

Children are supported through differentiation where this is needed. SEND Pupils are supported by additional scaffolding in the lesson. This might be through personalised templates for written work, word mats, visuals, overlays or personalised visuals such as focus slides. More able children are encouraged to apply their knowledge with less confident children so they are using and applying. There is also an expectation that SEND children will succeed against targets outlined in bold on the end of year expectations for what a child has achieved. These act as an overriding focus through the unit for SEND children (This is a minimum expectation and any SEND children who show confidence and success in a particular area will be challenged with our areas).

Assessment

Children broadly move through the curriculum at the same pace. In lessons, there is an expectation that the

teacher focuses on the bottom 20% of the class ensuring they are supported with in the moment and over the shoulder feedback to support them with succeeding. At the end of the unit, progress is measured against the assessment question and against the unit targets which link to the expectations for what children will be able to do by the end of the year.