**Religion at Belfield**



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| **Our Vision for Religion**  To provide a robust relevant RE curriculum, this is not Religious Instruction. It is every pupil’s entitlement to have access to the key concepts underpinning beliefs whether they are of that tradition or not. RE at Belfield is important because it provides a set of materials through which pupils come to understand important things about the world and themselves. We study religion and beliefs as ideas and practices that have shaped and continue to shape our world. The RE curriculum aims to support creating an inclusive community that enables every child and family to thrive. We teach children about the main religious groups within our school, wider community and the world. To develop the ability to talk, ask questions and grow in understanding of different religions and religious practices. To give children the knowledge to challenge incorrect information/myths that the children are exposed to about religions around the world. | | **Content and Sequencing**  Key questions about, Believing, Expressing and Living that build on each other throughout school.  We study Christianity, Islam, Judaism and Hinduism. The units are “Discovering” in FS, “Exploring” in KS1 and “Connecting” in KS2. In UKS2 we learn about people with no religious belief.  **4–5s**  **Reception**  Children will encounter Christianity and other faiths, as part of their growing  Sense of self, their own community and their place within it.  **5–7s**  **Key Stage 1**  Christians and Muslims and Jewish people  **7–11s**  **Key Stage 2**  Christians, Muslims, Hindus , Jewish people, world view. | |
| **Links across the curriculum**  **History** – the influence of RE and beliefs on history of the time (persecution – WW2, Celts/Romans and beginnings of Christianity, Henry VIII and reformation of the church).  Y5 topic Islamic civilisation  Use of artefacts  **Art**– appreciation and understanding of religious art  **Geography –** Religions around the world.  **English** - Listening to and retelling stories/drama. | **Retrieval**  **EYFS:** Tapestry  Low stakes quizzing  Knowledge organisers  Curriculum working walls – photos of previous walls/displays.  **Work recorded in Learning(floor) Books (can be used for recap/retrieval practice).** | **Progress/assessment**  Units of work are carefully sequenced so prior knowledge and concepts are built upon, leading to a greater understanding of Religion:  At the end of each unit, teachers revisit the key question and assess what the children have understood (EYFS have a class discussion of key question. KS1 mind map ideas. KS2 write a paragraph about key question).  At the end of the year, teachers use learning recorded from floor books and retrieval quizzes to make a judgment of Working Towards, At Expected or Greater Depth. | **Support**  We use the agreed syllabus for Rochdale-RE Today.  Co-ordinator attended the launch. School are members of the SACRE society and the NATRE association.  We receive a magazine RE Today and co-ordinators attend relevant training.  Everyone has access to the RE syllabus with varying levels of support.  A number of pupils have specific support taken from their EHCPs. Additional support can be found in the section RE in special schools (Agreed Syllabus). |