



# Religious Education at Robert Le Kyng Primary School

## Purpose and Aim

At Robert le Kyng, we have chosen to use the RE Scheme of Work called Discovery RE, written by Jan Lever which is mapped to the Swindon Agreed Syllabus for Religious Education 2016-2021.

The Swindon Agreed Syllabus states the following:

*The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develops responses of their own.*<sup>1</sup>

## Intent

In the forward to Discovery RE, it clearly states their intent for high quality RE:

*“Our belief is that, using an enquiry-based model well, children’s critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.”*<sup>2</sup>

Both statements are at the heart of RE teaching and learning at Robert le Kyng. The Discovery RE scheme of work provides clear opportunities for the intent to be shown in the implementation of RE within the school.

## Implementation

This is achieved through a four-step enquiry model:

Step 1 – Engagement – What is my starting point (human experience) in my own world?

Step 2 – Investigation – What do I need to know ABOUT the world of religion to support my enquiry?

Step 3 – Evaluation – Critical reflection on the knowledge I have now gained. What is my answer to the enquiry

Step 4 – Expression – How does this enquiry affect my position/starting point?<sup>3</sup>

### Curriculum coverage

Within Foundation Stage, religions are covered more broadly, looking at what makes people and places special, celebrations and stories. From Year One, two religions will be studied each year. All year groups focus three terms on Christianity, whilst each year group has a different second religion to study.

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<sup>1</sup> Swindon Agreed Syllabus for Religious Education 2016-2021 © RE Today 2016. p6

<sup>2</sup> Discovery RE, How does Discovery RE support schools in evidencing intent, implementation and impact?, © 2020, Discovery RE Ltd. p2.

<sup>3</sup> ibid. p3.



The development of wider resources than just those included within the Discovery RE units are encouraged to broaden the learning opportunities, to engage with other faiths and none through visits and visitors and, where appropriate, to build on an enquiry aspect that has been raised by the children within their lessons.

In addition, the Discovery RE Scheme of Work shows where there are SMSC (Spiritual, Moral, Social and Cultural) development opportunities, along with critical thinking and evaluation through British Values and reflection through Mindfulness.

## **Planning Documents and Resources for RLK**

Foundation Stage planning structure remains as set in the Discovery RE scheme of work. This is in line with the time scale used for each lesson and how it fits in with the wider Foundation Stage curriculum.

All other year groups will find, in the RE folder on the T:drive, an updated set of planning, split into units to enable a more efficient way of locating the relevant term's enquiry. Where a unit is not being used (as there are alternatives), this is clearly stated. Resource lists are included and will be regularly monitored during the year for accuracy by the subject leader.

The teaching of RE, along with Music and PSHE are often designated to HLTAs to teach during PPA time. In order for teachers to maintain some ownership of these subjects, it would make sense for some units to be taught by them and one of the other subjects taught by the HLTA. Teachers should prepare the unit overview (especially with a view to widening or deepening the enquiry with visits or visitors). If an HLTA is being asked to prep the lessons, they should be given time to do this. There are occasions when subjects such as RE, Music and PSHE are dropped when there is a curriculum squeeze, but it is the request of the subject leaders that this does not happen to the same subject every time.

## **Cross-curricular RE**

Whilst RE lessons should stand alone, there may be appropriate cross-curricular links to be made outside of these lessons e.g. history - identifying where historical religious people fit on the history timeline.

## **Impact**

In order to have evidence of the impact of the RE learning taking place across the school, we will use children's ongoing learning alongside assessment activity sheets (as appropriate).

Ongoing learning evidence can be gathered through floor books (from Foundation Stage to Y5) and in books (Y6).

## **Floor books**

As RE is taught through enquiry-based activities, some, but not all, lessons will focus on discussion without individual written work. Using floor books for evidence will allow learning to be captured through:



- photographs of children carrying out a practical activity or using appropriate resources to support their discussions
- annotations alongside the photographs with 'pupil voice' comments as necessary – especially any surprises or 'wow' moments
- any individual artwork or group thought maps
- any activity sheets included in a file pocket within the floor book, with one or two examples more visible for viewing
- individual post-it notes or photographs of a post-it note board used during a lesson (or other class activity)

Floor books are intended to be the evidence base for assessment (particularly where lessons are taught by an HLTA or another teacher). They should be kept tidy, but should not only have 'best work', rather it should show the work from the lesson, as appropriate.

Year Six will not use a floor book as there is a greater opportunity for children to express their views and reflect on their understanding through writing.

The end of unit assessment sheets can be used to determine where a child/group of children fit within the age-related expectations. They are colour-coded to fit in with the colour-coded descriptors on the assessment tracking grids (see bullet point below). These allow children to self-evaluate as well as use peer evaluation and feedback.

To track progress and support the planning of the next unit (or for the next year group), the following are used:

- End of unit Assessment grid to be completed
  - There are three colour-coded descriptors in Discovery RE
    - **Green:** Personal resonance with or reflection on. the concept/belief underlying the subject matter of the enquiry. Child's own thoughts, opinions, belief, empathy.
    - **Blue:** knowledge and understanding of the subject matter of that enquiry [subject knowledge]
    - **Red:** Skills of evaluation and critical thinking in relation to the big enquiry question
    - The planning sheet for the unit is colour-coded to help determine which descriptor is being covered in the lessons
  - the expectation is that most children will fit within the Working At (WA) Name those who are Working Towards (WT) or Working Beyond (WB). In addition, capture any Surprises or 'wow' moments within lessons – especially useful for children who 'sit' within a category with little movement but who may show greater understanding of, or pose deeper questions for, particular concepts than expected
  - Some children may have a greater understanding of a particular religion if it is one they follow. They may sit in WB for some elements of the enquiry unit but may not for all and so this needs to be taken into consideration when assessing.
- Foundation Subjects Tracker –completed twice yearly, using the evidence gathered from end of unit assessments.
- Yearly scrutiny by the subject leader to monitor planning and delivery of the curriculum