



RE at Lower Heath CE Primary School

Intent	
Our RE philosophy is...	As a Church of England school, RE plays an integral part of the curriculum at Lower Heath. We aim for RE to engage and challenge our pupils to answer 'big' questions, and to develop knowledge and skills which enable them to explore different religious beliefs, values and traditions that exist in our society, and how these have developed throughout the years and in different cultures. We aim to build a curriculum that ensures children recognise and celebrate cultural diversity.
Implementation	
The curriculum for this subject area is designed using...	At Lower Heath we follow the Shropshire Agreed Syllabus for RE, and use <i>Understanding Christianity</i> as a basis for the Christian element of our curriculum, supplementing this by resources and planning from the Lichfield Diocesan Board of Education for teaching other world religions.
Curriculum coverage in this area is progressive. We ensure this by...	We follow objectives outlined in our RE progression grids, which build over time. Each unit has outcomes related to the three elements of the approach (Making Sense, Understanding Impact and Making Connections), relating specifically to the content of the unit, and building towards enabling pupils to achieve the end of phase outcomes. Each unit sets out the appropriate core knowledge 'building blocks' pupils are expected to grasp, and 'digging deeper' sections enable teachers to challenge pupils further when they are ready. The structure of <i>Understanding Christianity</i> is progressive, so that children establish a secure understanding of key concepts, before they link this knowledge to how these concepts impact individuals nowadays, and how they have impacted in the past. They then move on to reflect on how these concepts impact upon them as individuals, and on society today.
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...	Understanding Christianity has identified eight core concepts at the heart of mainstream Christian belief - the 'big story' of the Bible - and these are God, Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God. It sets out some knowledge 'building blocks', to clarify what pupils should know and understand about these concepts at each school phase. So, even where these concepts are repeated throughout the curriculum, the depth of knowledge builds, as shown in the progression document, on what children have already secured, and then challenges them further in an age-appropriate way. Topics covered in other religions follow this same model. 'Concept Development' documents show this progression, topic by topic.
This subject links with the rest of our curriculum by...	Wherever RE objectives link to other areas of the curriculum, these objectives will be taught within these other subjects. Common links include literacy, PSHE, history and art. Throughout RE teaching and throughout worship, the Bible timeline is referred to and places all learning in some form of chronology, as we would do in a subject such as history.
Different year groups, and different abilities within a class, are catered for by...	Through success criteria, learning objectives are differentiated to meet the needs of all learners, and to meet the needs of children in a mixed-age class.

	As planning includes a rotation of key concepts which build progressively, it is possible to use objectives from the corresponding unit in a previous phase to support children who are working below age-related expectation, but the 'digging deeper' elements provide a challenge for those pupils who are ready for it.
Trips, visits and the local community support this subject by...	Children visit church at least once every term, and visit places of worship from other religions on a rolling programme, visiting at least one per year. Parents are involved in visits to church, and local members of the clergy are involved in the delivery of RE. The curriculum is also enriched with termly 'journey days' which allow children to explore an RE concept, theme, or festival in more detail, producing outcomes which they have greater control over, such as pieces of art work and presentations for external audiences.
The subject is assessed by...	Assessment takes place through teacher assessment, and children are closely measured against the outcomes expected from each unit, as at/above/below the expected standard.
The subject is monitored through...	Each half term, books are checked in conjunction with pupil discussions which record the impact which RE teaching (along with worship, and other elements of our school which are distinctly Christian) is having on our pupils. At the end of each unit, an assessment takes place which indicates how secure each child is in the key objectives within the core concept for that half term, and progress is monitored by checking assessment documents alongside pupils' work and the learning observed during lessons.
Staff development in this subject includes...	All staff have received training on <i>Understanding Christianity</i> , the core concepts and the 'big story' of the Bible. Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with teachers across the trust who deliver the same programme, and with RE specialists within the trust secondary schools.
Impact	
In RE books, you will see...	An RE lesson must take place each week, so this will be documented in pupils' books. However, for younger children (and at times, for older children), the learning which takes place in RE may be very practical, and documented in a class book and through display work. Where work is documented in a book, there will be a clear learning objective linked to the progression documents, and children will be given success criteria which will help them to meet their objective.
What is the impact of our RE curriculum?	Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond. Pupils learn about important people from the past and the present, who have been or are positive role models, and who are of a different race or religion.