

## How we teach RE at High Littleton Primary School

At High Littleton Church of England Primary School, our curriculum intent for R.E reflects the purpose and aims of the National Curriculum by provoking challenging questions about; meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.

In R.E, children learn about religions and worldviews in local, national and global contexts. They are encouraged to evaluate different sources and develop their own ideas, while at the same time respecting the rights of others to differ.

### EYFS

In Reception, children will learn to:

- recognise that people have different beliefs and celebrate special times in different ways
- understand that some places are special to members of their community

In **Key Stage 1**, children are taught about:

- Christianity (*God and Creation*)
- Christianity (*Incarnation*)
- Judaism (*God and the Covenant*)
- Christianity (*Gospel*)
- Christianity (*Salvation*)
- Judaism (*Torah*)
- Humanism



In **Key Stage 2**, children are taught about:

- Christianity (God and Incarnation)
- What do Christians believe about God and Incarnation?
- Judaism (God and the Covenant)
- Judaism (Torah)
- Islam
- Hinduism (Dharma / Deity / Atman)
- Christianity (Salvation)
- Christianity (Gospel)
- Humanism

The curriculum is sequenced in long and medium term plans to help pupils build cumulative knowledge towards agreed milestones, with planned-in 'POP tasks' to track that learning is secure. The subject knowledge is organised systematically across both Key Stages to ensure logical progression, through five threshold concepts: 'Understanding beliefs', 'Understanding how beliefs are conveyed', 'Understanding practices and lifestyles', 'Understanding values' and 'Reflect'.

## Structure of a Lesson

R.E is taught every week from Reception to Year 6. Lessons start with a recap of previous learning. Work is recorded in RE books. A range of activities take place from watching videos to drama activities to written exercises.

Our R.E. curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.



## Assessment

Both teachers and pupils assess learning continuously throughout the lesson. A recap of previous learning using skilled questioning and summative assessment methods usually begin each lesson.

We assess the outcomes for RE through our Proof of Progress (POP) tasks which are built into our planning to help us assess how well and how deeply pupils know and understand what we have taught and what the children have learnt.

We use Recall quizzes to help evaluate the impact of our RE lessons on their long term memory. These quizzes are often informal and carried out at the start and end of the lessons. They also involve more formal quizzes at the end of a term.