



How we teach Religious Education



This document outlines: the intent and rationale behind our Religious Education curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Religious Education curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children are taught R.E through an exciting, creative and reflective curriculum that promotes the spiritual, moral, social and cultural development of children.	Children enjoy whole school celebrations of different religious festivals. They welcome experiences from religious visitors as well as trips to places of worships in our local area where possible.	Children develop the skills to develop and affirm their own beliefs and be respectful of others. They can communicate their views and opinions in a variety of way and be mindful of others.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

At Godmanchester Bridge Academy we follow the Discovery/Jigsaw RE scheme of work. By following Discovery/Jigsaw RE, we intend that Religious Education will:

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children’s own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children’s own spiritual development.**



Implementation

Our Religious Education scheme brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Religious Education gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Curriculum Accessibility – Religious Education

All Pupils:

- access a differentiated curriculum that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding. (group work, reading, activities involving movement, presentation)
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment.
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- scaffolded tasks including sentence starters.
- coloured paper sheets are provided where requested.
- seating plans are structured to allow for appropriate support.
- students have access to specialist vocab glossaries. Complex religious vocabulary is clearly explained.
- Students are provided with specific feedback.
- Extra support is given to those who are struggling.

Specific Pupils Need:

- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.
- curriculum adaptations to allow for engagement through pupil interests.
- support with challenges around working memory, vocabulary and knowledge deficit and specialist religious language understanding.



The impact of our Religious Education scheme can be monitored through a built-in assessment for each enquiry taught, this ensures children are making progress with their learning throughout their RE. This task is the formal opportunity for assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry to assist in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These can be tracked throughout the planning stage so that this information can be utilised and evidenced accordingly. In line with non-statutory guidance issued by the RE Council in 2013 descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

After the implementation of our Religious Education curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary school education.

The expected impact of following the Godmanchester Bridge Academy's Religious Education curriculum is that the children will:

- Make links between their own lives and those of others in their community and in the wider world.
- Develop an understanding of other people's cultures and ways of life.
- Extend their knowledge and understanding of religions and beliefs.
- Develop a religious vocabulary and interpret religious symbolism in a variety of forms.
- Reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views.
- Explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society.



Subject Map

Year	Unit 1	Unit 2	Unit 3
R	Christianity & Judaism	Christianity & Hinduism	Christianity, Islam, Hinduism, Sikhism & Judaism
1	Christianity	Christianity	Judaism
2	Christianity	Christianity & Judaism	Judaism
3	Sikhism & Christianity	Christianity	Sikhism
4	Buddhism & Christianity	Buddhism & Christianity	Buddhism & Christianity
5	Hinduism & Christianity	Hinduism & Christianity	Hinduism & Christianity
6	Islam & Christianity	Christianity	Islam & Christianity