Tilery Primary School

Religious Education

What we will offer

At Tilery Primary School, it is our intent for Religious Education to contribute to the spiritual, moral, social and cultural development of our pupils. Children will learn about the beliefs, values and traditions of different religions, as well as being encouraged to reflect on their own views and experiences. As they study the aspects of different religions, as outlined in the NATRE long term plans, we aim for them to develop a deeper understanding and respect of the beliefs of individuals and communities. The Tilery RE curriculum will model how to learn from world faiths, as well as learning about them. Through our teaching of RE, children will be enabled to develop key values such as tolerance, open-mindedness and respect. Our aim is that our children go on to apply these values across all subjects, as well as in their future education and potential careers. The NATRE curriculum is designed to provide children with the subject specific language they need to describe, question and discuss religions. We encourage all pupils to take part in religious education and offer support regardless of ability, gender or ethnicity, to have equal access to the NATRE curriculum.

Pupils are encouraged to use skills and knowledge gained in English and Maths lessons, as well as other Foundation Subjects to enhance their learning in RE. Care has been taken to ensure that when we teach the NATRE curriculum we are mindful of the needs of our increasingly diverse school community. The curriculum reflects the diversity of faiths in Stockton-on-Tees, with teaching about all the major world religions, with a particular focus on Christianity and Islam. Parents have the right to opt out of RE lessons and have the opportunity to raise any concerns with our RE lead and Head teacher.

How we will deliver it

- RE at Tilery follows the local authority NATRE curriculum. This builds upon knowledge, skills and concepts as children move through the school. The long-term plan sets out the RE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

- There are two topics taught each term and these build upon previous learning. The curriculum is cyclic and key concepts are revisited and built upon in subsequent years. Children are given the opportunity to broaden their understanding and learning.

- Skilled staff and specialist visitors come into school to facilitate children's learning within lessons.

During lessons :

- key RE concepts are discussed at the beginning of each unit and teachers explain when they were last taught to enable children to understand their religious learning journey
- carefully chosen vocabulary is displayed alongside the concepts and is referred to throughout the topic
- lessons begin by reviewing previous learning allowing the children to demonstrate their skills and to revisit the knowledge required to fully access new learning
- shared learning objectives ensure pupils understand what is expected of them and the focus of the learning enabling children to self-evaluate their understanding
- teachers use effective questioning, and provide opportunities for discussion and investigation to support the development of vocabulary,which is explicitly taught and modelled by teachers in every lesson
- teaching will take the form of engaging lessons as well as practical experiences of different religions through handling of artefacts and visits to places of worship
- lessons are planned and delivered in a variety of ways so that all children can participate fully

- interactive, practical activities linked to the themes in the syllabus, encourage our pupils to discuss their ideas and extend their understanding of difficult concepts and challenging questions
- quality first teaching ensures children build on prior learning and knowledge
- pupils are encouraged to make connections both within and across subjects
- teaching staff are skilled when assessing children's learning and knowledge throughout the topic
- pupils are supported to make rapid and sustained progress

- Pupils and staff evidence what has been learned in lessons within their Humanities book and displays. Further photographic and video evidence is collected within a RE Evidence folder, saved on the staff shared area.

- We know that the quality of lessons offered to the children are good through evidence collected during learning walks, lesson observations, work scrutinies and pupil voice activities. The RE subject leader is able to ascertain what children have remembered, what they have learned, what they are able to talk about and the knowledge, skills and concepts they have acquired during each RE topic.

The difference it will make

The impact of the high quality teaching of RE at Tilery can be seen through children's developing understanding of religion and their interest in the beliefs and values of others. Children learn from different religions and traditions while exploring questions of meaning and their own beliefs. They develop their own sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural society. They develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. The school provides a space safe for children to discuss, explore and evaluate religious themes and concepts. The Tilery RE curriculum promotes creativity and curiosity, alongside respect and tolerance; these are skills we encourage children to continue to develop throughout their education and in their future lives.

This is evidenced by using the NATRE assessment materials. Our tracking system, which teachers complete at the end of each term, enable us to assess progress. Data from the assessments is then collated to enable subject leaders to monitor progress and attainment across the school. Should issues be identified, subject leaders can address this directly with class teachers.

The success of the NATRE curriculum is that it allows our children to acquire the appropriate knowledge and skills, **inspiring** them to succeed in the next stage of their education and **aspire** to potential careers.