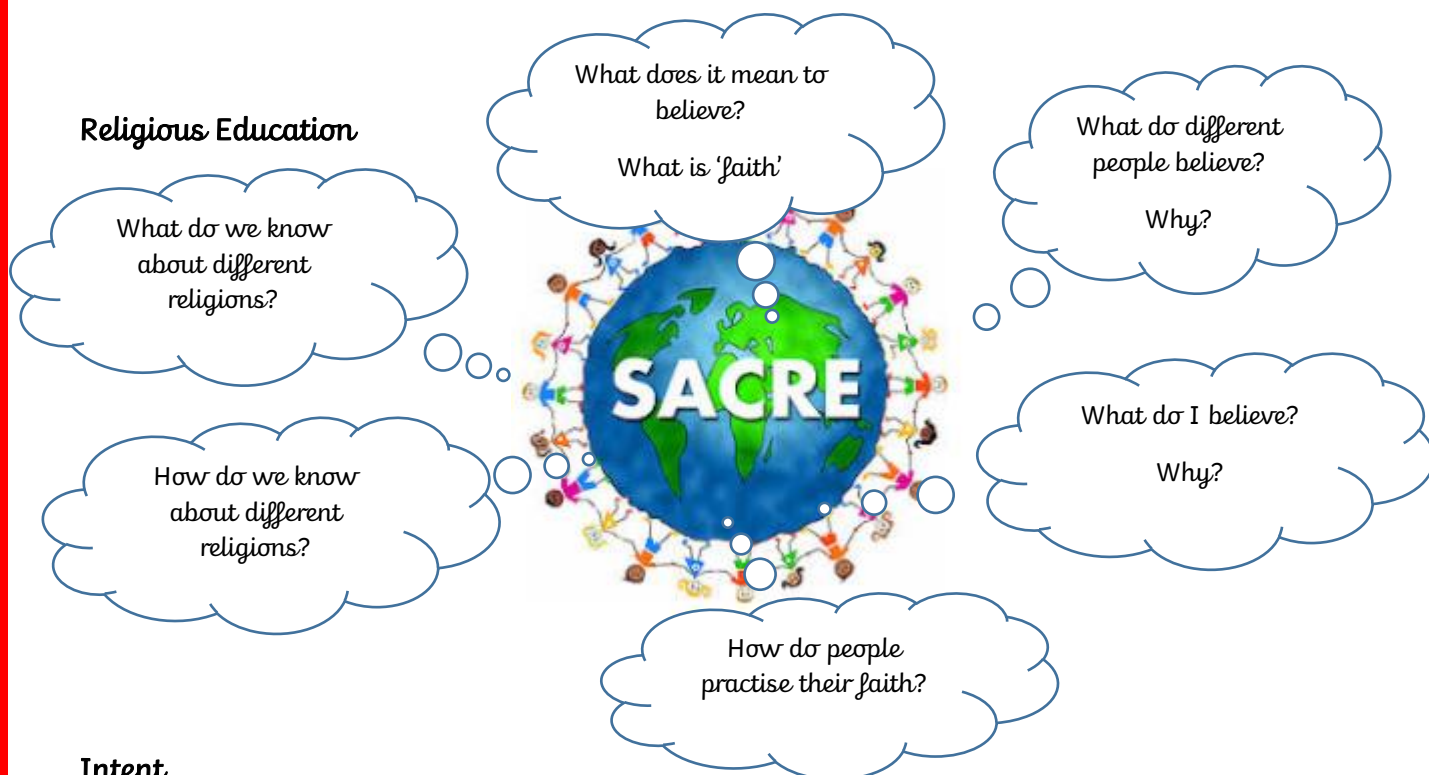




**Birches First School**

**Believe, Grow, Succeed**



### Intent

At Birches First School we want our children to ask and seek to understand the big questions about life, to find out what other people believe and what difference this makes to how they live their lives. This enables children to make sense of religion, reflecting on their own ideas and ways of living. Children are encouraged to develop skills of communication so that they are able to participate positively in our society, with its diverse religions and worldviews, demonstrating tolerance and respect. Our RE curriculum and whole school ethos celebrates each child's uniqueness. We promote the development of all children's spiritual, moral, social and cultural development. Children should enjoy learning about religion, developing curiosity and a sense of awe and wonder about the local and global world around them.

### Implementation

#### How is Religious Education taught at Birches First School?

RE lessons are taught weekly. Our nominated scheme of learning (Staffordshire Entrust SACRE) topics reflect the National Curriculum and provide breadth, depth and a clear progression of skills, knowledge and understanding. Curriculum Planning is adapted according to the needs of the school, cohort and individual children. This maximises the potential for children to know more, remember more and understand more.

Our curriculum explores specifically the religions of Christianity, Islam and Sikhism in greater depth. In the Early Years, specific adult led activities are planned in line with the Entrust scheme of learning and these are further embedded through continuous provision, hands on experiences and the Understanding of the World area of learning. Children are provided with opportunities for them to learn about and learn from religions and world views on a local, national and global context.

As a whole school we learn about and celebrate a range of religious festivals throughout the year such as Diwali, Eid, Ramadam, Easter, Christmas, Advent and Harvest. Each year, we hold Multi Faith days during which we learn about and celebrate the diversity of our school community and local area.

We actively encourage and invite visitors into school to provide children with rich experiences which further their understanding of religion and how it can shape people's lives.

RE learning is also promoted and furthered through daily Collective Worship and links closely with our PSHEe curriculum.

At Birches First we make use of a range of resources in school. We also seek to learn about the range of religions within the immediate and wider local area through visits to places of worship.

Where parents make a request for their child to be withdrawn from (whole or part of) Religious Education lessons, the school will work closely with parents and discuss how best to support children in this context.

Assessment of children's learning within these topics and lessons is carried out during their delivery (as per AFL) as well as teachers making judgements about children's attainment at the end of a unit. 'I can statements' are used as a basis for making these judgements of 'working towards', 'expected' and 'exceeding' Age Related Expectations (ARE).

### **Religious Education, Fundamental British Values and SMSC**

FBV - Children are taught to understand how religious ideas and viewpoints have shaped our world in the past and how they continue to influence our world today. They are also encouraged to develop an understanding how life can be different for different people around the world and about life in modern Britain.

SMSC – close links may be made with Personal, Social, Health and Economic Education (PSHEe) as well as the Humanities. Children are encouraged to reflect on their place within the world - present and future. Through discussion about events happening in the world around us children are encouraged to consider their responsibilities to the world and how their actions (like the actions of others) could have an impact – positive or negative.

## Impact

Outcomes in children's RE books demonstrate a range of experience and that children are encouraged to reflect on what they have learnt about and their views and opinions. Floor books evidence a broad and balanced experience during lessons and therefore the children's acquisition of identified key knowledge.

Monitoring of teaching and learning as well as the subject leader's clear overview of whole school events and experiences shows that RE at Birches is rich, engaging and promotes the holistic development of all children.

A significant number of children are judged to be at least expected against AGE.

CMAT subject leader meetings enable sharing of good practice and collaborative working.

