



Religious Education Curriculum Information

The Religious Education curriculum offers the children a range of relevant and purposeful experiences that will enable them to develop the skills and knowledge to be creative, unique, open-minded and independent individuals, as well as to guide the children to be respectful of themselves and of others in our school, our local community and the wider world, nurturing our children on their life-long learning journey so they can grow into caring, responsible adults who make a positive difference to the world.

The children will be given opportunities to:

- Encounter challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human, through the understanding of Christianity, other principal religions, and gain knowledge of religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Explore their own beliefs (whether they are religious or non-religious) in the light of what they learn, as they examine issues of religious faith, how beliefs impact on themselves and others, and to express their responses, with an awareness that not all views expressed may be democratic nor moderate.
- Build their sense of identity and belonging, to help them flourish within their communities and as citizens in a diverse British society.
- Develop respect for others, including people with different faiths and beliefs, and help them to challenge prejudice.
- Consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society, with an emphasis on empathy, generosity and compassion.

RE skills will be taught discretely and where appropriately as an integrated part of a theme based curriculum, with skills being applied in relation to each class' current topic.

Assessment of RE

At Cotsford Primary it is our intention that all children will at least reach their age related expectations as described in the National Curriculum. However, through a curriculum that is challenging and relevant to the children we expect children to achieve greater than age related expectations.

Children who are not meeting age related expectations will be supported by staff through differentiated tasks and targeted small group work. The direct use of key questions and targeted support will be offered to ensure that any gaps between groups of children are closed.

Assessment of the children's RE skills will be assessed by the class teacher. There will be a range of evidence to support teacher judgement including sketch books, photographs and assessed pieces of work.

Monitoring of RE

The quality of the learning across the school is monitored by the RE Subject Lead Teacher.

Monitoring includes the Subject Lead Teacher observing learning within lessons, planning scrutiny, work scrutiny and discussions with children. Analysis of data is also undertaken to ensure that standards are high and that improvements are made where necessary.

Training is offered to all Subject Lead Teachers to ensure that their knowledge and skills are up to date and accurate.

The Subject Lead Teacher meets with the Special Interest Governor for RE to share school improvement plan initiatives with them and ensure that governors are aware of standards across the school.