

KS2 R.E. Curriculum Intent

<i>Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.</i>		
Intent	Implementation	Impact
The School's Senior Leadership Team	The Teaching and Learning Sequence	Pupil Voice
<p>At Lathom Junior School, we take pride in the diverse community that we represent. In a school, placed in the heart of a multicultural and multi-faith community, we embrace RE to learn about and learn from religion and human experience in such a way that it promotes pupils' spiritual, moral, social, emotional, cultural and intellectual development. RE has a fundamental role in contributing to the cohesive nature of our community by enabling tolerance, as well as mutual respect to be established as a part of our British values.</p> <p>RE is a statutory requirement for pupils during Years 3, 4, 5 and 6. The content of RE at Key Stage 2 is largely influenced by Christianity. It aims to 'reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and the religious practises of the other principal religions presented in Great Britain'.</p> <p>At Lathom, we follow the 'Newham Agreed Syllabus' which expresses their contribution to education,</p>	<p>Religious Education is a core subject. It is the intent of Lathom Junior school that Religious Education promotes an enquiry-based approach through the implementation of the Newham RE syllabus outlining the curriculum, which covers the Agreed Syllabus for RE from Key Stage One and Two and can be used to contribute to the learning experiences of the early learning goals within the Foundation Stage.</p> <p>Experiences and enrichment opportunities at Lathom Junior:</p> <ul style="list-style-type: none"> ● handling artefacts ● exploring sacred texts ● using imaginative play or drama to express feelings and ideas ● responding to images, games, stories, art, music and dance ● meeting visitors from local religious communities ● making visits to religious places of worship where possible, and where not, making use of videos and the internet ● taking part in whole school events- (multi-faith days, Harvest Festival, school performances) ● Newham RE competitions ● participating in moments of quiet reflection ● collective worship assemblies ● using ICT to further explore religion and belief globally ● comparing religions and worldviews (world religions and secular views) through discussion 	<p>At Lathom Junior, we envision RE curriculum impacting the pupils in the following ways:</p> <ul style="list-style-type: none"> ● 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 <p>By the end of each key stage, pupils are expected to know, understand and apply skills related to the two attainment targets and learning themes embedded with the Newham Curriculum. Assessment criteria has been developed in line with the expectations laid out in the Agreed Newham Syllabus, to enable teachers to assess the progress of the children as they move through the key stages.</p> <p>Measuring impact</p> <p>Termly, teacher's will use assessment tasks/key question reflections to move learning forward through planning and differentiation for the following term.</p>

<p>through the following aim: The aim of religious education is to promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value. All planning for RE, across all year groups will be taught in line with the Newham RE Syllabus.</p> <p>The key aims for religious education are reflected in the two attainment targets.</p> <ul style="list-style-type: none"> • Attainment Target 1- Learning about the local community and religion • Attainment target 2- Learning from religion and belief <p>The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education.</p> <p>Through RE, we aim to explore religious beliefs and practises through activities which enable pupils to:</p>	<ul style="list-style-type: none"> • debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these <p>Key Stage Two During this key stage, pupils are taught the knowledge, skills and understanding through deeper inquiry into known religions (Judaism, Christianity, Islam, Hinduism and Buddhism and Sikhism), and in Year 6, encounter secular world views. Pupils in Year 5 and Year 6 consider the impact of beliefs and practises in greater detail and respond to more philosophical questions.</p> <p>Learning about religion and belief Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence • explore how practises are related to beliefs and teachings • interpret information about religion and religious beliefs through a range of sources • recognise similarities and differences within and between religions • consider how religious and spiritual ideas are expressed • describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues • use a developed religious vocabulary when discussing and expressing their knowledge and understanding <p>Learning from religion and belief Pupils should be taught to:</p>	<p>Pupil voice will show a developing understanding of religious views and practises; as well as increasing use of key vocabulary.</p> <p>Evaluations of key visits, visitors, enriching activities will be used to inform effective use of visits/visitors. Outcomes and learning each term will be monitored for effective feedback to improve the provision of RE in our school.</p> <p>Training for teachers will also be considered based on feedback and monitoring.</p>
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<ul style="list-style-type: none"> ● have confidence in their own growing sense of identity as well as valuing and respecting diversity in others; ● search for meaning and purpose in life; ● neither promote nor undermine any particular religious, spiritual or secular stance; ● access all resources for learning despite differences in beliefs or abilities; ● be confident and to be able safely to express their views and opinions. 	<ul style="list-style-type: none"> ● reflect on what it means to belong to a faith community and how this relates to them and others' lives ● recognise how religious practice is conducted in a variety of ways ● discuss their own and other's views of religious truth and belief ● reflect on morality and how people respond to decisions they are faced with ● reflect on sources of information and what they find value in in their own and other's lives <p>All learning will be explored through a year group 'Big Question' relating to their Topic. Each topic will be planned around further key questions to support the reflection and thinking for each lesson.</p> <p>Year group Big Questions</p> <p>Year 3: How are symbols and sayings important in religion? Investigating the relationship between religion and symbols.</p> <p>Year 4: What is special to me and the people in my community? Investigating the relationship between religion and our neighbourhood.</p> <p>Year 5: How do beliefs influence actions? Investigating the relationship between beliefs and actions.</p>	
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	<p>Year 6: How important are the similarities and differences between and within religions? Investigating the relationship between secular and religious world views.</p>	
As a Subject Leader I will:	The Classroom will:	Displays and Books will show:
<ul style="list-style-type: none"> ● Provide Long Term Planning for RE across the school. ● Medium Term Planning across all Year groups. ● Support all planning of resources where necessary ● Ensure RE resources such as artefacts are available for each topic. ● Monitor the teaching and learning in RE across the school. ● Support and train staff where necessary. ● Act as a point of contact for RE Q and A. ● Festivals/celebration and key events will be marked through assemblies and activities where required. 	<ul style="list-style-type: none"> ● Reflect the developing journey of the RE lessons. ● Key vocabulary will be on display and used effectively to enrich the lesson and activities. ● The classroom will accommodate children's own views and develop respect for one another through clear philosophical questions. ● Key questions will be made visible, for children to answer in order to develop their knowledge of the topic and the big question. ● Children will have access to artefacts for each topic. ● Children will develop a love for RE lessons. 	<p>Working wall</p> <ul style="list-style-type: none"> ● Key questions ● Vocabulary for each unit ● Children's current learning in a 'live' snapshot. ● Artefacts ● Relevant books related to the topics <p>Books</p> <ul style="list-style-type: none"> ● Reflections of the key questions ● Drama/storytelling activities in pictures ● QR codes of retelling or discussions ● Children reflective tasks ● Children reference their own experiences where applicable when learning from religion. ● Increasing use of key vocabulary to explain ideas. ● Visit reflections/photos
The Class Teacher will, with support from myself:		

<ul style="list-style-type: none">• Resource lessons, ensuring progression and differentiations.• Inclusive learning environment during RE.• Use of AFL to track progression within lessons.• Use a working wall effectively to ensure that RE keywords and vocabulary are accessible and used in lessons to enrich the children's learning.		
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