

RE at St. Michael's

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St. Michael's we develop the children's knowledge and understanding of the major world religions and world views, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, such as those that are the main faiths of children within our school.

Intent

Academic

We aim for every child in our care to achieve their academic potential and we also acknowledge that our children have different starting points and different factors in their lives which may help or inhibit them reaching this. The RE curriculum is therefore closely link with the wider curriculum. It forms an important part of our school's spiritual, moral, social and cultural teaching as well as promoting education for citizenship

We follow the Norfolk Agreed Syllabus (2019), built on an enquiry-based pedagogy. It advocates the scholarly study of religion and worldviews to support pupils' religious literacy. Opportunities are provided for our pupils to develop knowledge and understanding of Christianity plus other religions and world views, to enable them to hold balanced and well-informed conversations about those religions and worldviews.

The Norfolk Agreed Syllabus 2019 establishes RE as a multi-disciplinary subject for the first time, ensuring a balance between Theology, Philosophy and Human and Social Sciences.

The Norfolk Agreed Syllabus states "Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape."

Character

Our curriculum supports children to develop their sense of identity and belonging and enables them to flourish both individually, as an important part of our community and as a member of the wider world. It enables children to study the theological and historical roots of religions and beliefs and the impact of those religions and beliefs on life today.

Alongside the academic study, the children develop ongoing skills of critical thinking, religious tolerance, investigation, interpretation, reflection, evaluation, analysis, synthesis, application, expression, self-understanding, communication, and problem solving. All these skills are transferrable across the broader curriculum. In addition, attitudes of self-esteem, curiosity, fairness, respect, empathy, wonder, open-mindedness, working with others, and sense of community are fostered.

Behaviour

At St. Michael's we aim to foster those positive traits set out in our curriculum intent; respect, consideration of others, cooperation and managing conflict. The provision of an enquiry based RE curriculum enables questions to be asked and discussion to be had in a safe environment. An understanding of beliefs which drive our behaviour and that of others in our community enables broader understanding and mutual respect.

Implementation

A review of RE teaching has been undertaken over the past few years resulting in The Norfolk Agreed Syllabus (2019). This document provides an outline structure of suggested RE topics to be taught in Norfolk schools. At St. Michael's we have been fully involved with the evolution of the new syllabus and it is now at the heart of our RE curriculum.

Impact

We use both formative and summative assessment to assess the children's knowledge and understanding of RE Age Related expectations. We know that written assessment only captures a partial understanding of a child's understanding of the subject. As a result, we also take account of verbal explanations of understanding, or through creative arts, that allow every child to demonstrate their knowledge and understanding.

To capture the array of forms of demonstrating understanding, we have moved to one class floor book to collate evidence rather than individual books. These provide the basis for monitoring by the subject leader and provide useful discussion starters. Children also enjoy revisiting the books to discuss earlier topics.

From their knowledge of the children the teacher will record summative levels termly on Pupil Asset using the Diocesan 'Age-Related Expectations for RE'.