

# Religious Education Overview

## Intent



At Ellington Primary School, we have created our RE with the intent that our children will become resilient, mindful, accepting and inquisitive learners. The curriculum has been developed to allow children to encounter religions within our community and wider world. We believe that good quality RE is an essential key for our children in understanding others beliefs and making connections between their own values.

Our RE is driven by key questions, big ideas and the understanding that all of our learning is linked through experience, conversations and connections. Our RE curriculum is designed to embody our school values of 'Pride', 'Honesty', 'Respect', 'Resilience', 'Teamwork' and 'Happiness' and the Curriculum Drivers of 'Aspirations', 'Tolerance' and 'Independent Thinking' that underpin our learning throughout the school. We use our school drivers to ensure our children, and their community, are represented in our RE curriculum by:

### Aspirations

RE is meaningful in any society where beliefs and values are important; it's about getting pupils to engage with the big questions of life. Children understand that the knowledge and skills they acquire in RE lessons will lead them to successful careers which involve working collaboratively with others.

### Wider World

RE is an important part of cultivating a child's understanding of the wider world. They are encouraged to reflect on themselves, their beliefs and to compare these to the beliefs of others. Children learn how religion influences individuals, families, communities and cultures. They will explore the political and social impact of religion and reflect on issues of justice and truth, all while developing and affirming personal identity and responsible citizenship whilst being understanding of others' beliefs.

### Independent Thinking

RE is an integral part of allowing the children within our school to have the confidence to draw on their own innate intelligence and depend on their own judgement, having their own views and set of values to guide them, rather than depend on someone else's thoughts and beliefs.

### RE Syllabus

The teaching and implementation of the R.E. curriculum at Ellington Primary School is based on the Northumberland LEA Agreed Syllabus for RE (2022).

We recognise the variety of religious and non-religious families from which our pupils come. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our R.E. programme.

We acknowledge the importance of pupils' all-round personal development and the leading role that R.E. plays in contributing to the spiritual, moral social and cultural elements in particular. We affirm the equality of importance of the twin aims of R.E. as expressed in the

agreed syllabus and teach to these in a balanced way, ensuring that the 'affective' dimension of R.E. is addressed. This Scheme of Work provides a model for teaching and learning in Religious Education from EYFS through to Year 6.

**The locally agreed syllabus for RE aims to ensure that all pupils:**

- know about and understand a range of religions and worldviews.
  - are able to express ideas and insights about the nature, significance and impact of religions and worldviews.
  - acquire and deploy the skills needed to engage seriously with religions and worldviews.
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- [A link to the National Curriculum: Religious Education Guidance](#)

## Implement

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To ensure a broad and balanced coverage across the school, to meet the statutory guidance of the locally agreed syllabus, our curriculum is carefully sequenced into blocks of learning that covers a particular religion. Progression has been interlaced through the curriculum so children have the opportunity to revisit religions and build upon previous learning leading towards a mastery approach in RE.

Children at Ellington Primary School are taught subject specific vocabulary that will enable them to talk meaningfully about their learning and their work.

## What will I see if I visit a RE lesson at Ellington?

### What will I see if I visit an Art lesson at Ellington?

**Knowledge check:** An opportunity at the beginning of the lesson to revisit prior learning to support with the recall and retention of key knowledge as well as addressing misconceptions.

**Creative, quality first teaching:** Teachers at Ellington Primary School work collaboratively with children to bring children's learning to life. Teachers ensure that all children including those with special educational needs access high quality teaching to ensure they have the tools and resources they need to succeed.

**Clear instruction:** Teachers will deliver lessons which have been carefully planned and modelled to provide the best possible teaching and support for the children.

**Skillful questioning:** Questioning is carefully planned into the curriculum to aid discussion with children about their work. Staff use responses to form parts of the assessment process, reflecting on the children's understanding of what has been taught.

**Work we are proud of:** We celebrate beautiful work driven by our value of 'Pride' we teach children the importance of well-presented, carefully planned work. At Ellington Primary School, we believe every child is an artist.

**Creative, Safe and Supportive Environment:** Children and adults work together to make classrooms safe and happy places to be. Mistakes are celebrated and seen as opportunities to learn. Children are reminded of personal safety and risk assessment. We use the Zones of Regulation to support children in making positive choices around their behaviour and refer to class charters and school rules.

**Links to our curriculum drivers and school values:** Wherever possible, teachers highlight links to curriculum drivers and school values so that children recognise their importance and support their learning. For example, links may be made with careers relevant to that subject or unit of work.

**Lock it in:** Completed in the plenary, this activity is an opportunity to assess key learning from the lesson and is used to support future planning.

## Impact

The impact of the curriculum on the learning of our children will be measured using formative and summative assessment throughout the year by teachers. Teachers assess children's development in skills and knowledge. Expected outcome statements are tracked and RAG rated for all children. Teachers also reflect in a summative way when assessing contributions to lessons.

Our school has a respectful and supportive ethos. Our approaches in RE also support the children in learning and developing transferable skills, such as collaborative and independent learning, speaking and listening skills, as well as empathy and the need to recognise the success and achievement of others.

RE plays an important role in preparing our children for adult life, employment and lifelong learning. Our children become successful learners, confident individuals and responsible citizens. RE makes an important contribution to our duty to promote community cohesion. It provides a key context to develop our children's understanding and appreciation of diversity and to challenge racism and discrimination.

RE offers our pupils the means by which to understand how other people choose to live and to understand why they choose to live in that way. Our pupils are able to make links between their own lives and those of others in their community and in the wider world.

Through RE our children are developing an understanding of other people's cultures and ways of life, which we hope they are then able to communicate to their families and wider community therefore reinforcing our curriculum driver of 'wider world'.