



Religious Education

OUR CORE AIM FOR RELIGIOUS EDUCATION

That children learn about respect for others, value the beliefs of others and understand the religions that are followed in the UK and around the world.

What do RE lessons look like at Swiss Gardens Primary School?

RE is taught regularly across the school. Lessons may be delivered weekly or blocked together for a longer session if this is appropriate. Children learn about different beliefs and religions in a range of engaging ways. These include discussion, asking and answering searching questions, video footage of people explaining their own beliefs and traditions, visitors and visits, virtual tours of places of worship, drama and role play activities, and more formal written outcomes. Artefacts are used to further engage the children, and art and craft activities support our learning about different festivals and customs. Children will be exposed to subject specific vocabulary and will experience awe and wonder.

What does the children's work look like in RE?

There is a variety of outcomes in RE, ranging from mind maps of what we already know, to comic strips, stories, more formal explanations in upper key stage 2, and sharing opinions and ideas both orally and in writing. Art and design work as well as drama are also outcomes and these are recorded photographically when necessary. Verbal feedback is given during lessons.

How do the teachers plan for RE?

A long term curriculum map which covers the West Sussex syllabus for RE is a starting point for teachers' planning. From this question-based model, teachers then plan units of work for each half term. These medium term plans are then broken down to detail how and what children will learn in each lesson.

How does the school know whether children are making good progress and attaining high standards in RE?

The RE subject leader and senior leadership team monitors the teaching and learning of RE by looking at children's work, talking to children, observing lessons and carrying out learning walks to see where children's RE work is shared and celebrated in the learning environment. Individual teachers use a range of formative assessment techniques to check children's knowledge and understanding.

What happens if a child is finding RE difficult?

For children who find aspects of their learning more challenging, support is offered in various ways, from working one to one with an adult to presenting their work in different ways, for example voice or video recording ideas on an iPad. When difficulties and misconceptions are identified, the teacher will adapt the lesson to suit the needs of a child. This may be by further modelling, scaffolding or breaking down instructions or learning into smaller steps.

What happens if a child is achieving very high standards in RE?

Much of the work in RE is led by discussion, and it is through these conversations that teachers are able to use deeper and more searching questions to challenge children who have the potential to excel in this subject.

How do opportunities for RE extend beyond each year group's lessons?

The children are given opportunities to visit a place of worship, and we welcome visitors to enhance the children's learning in RE. Assemblies also provide opportunities to extend children's learning, and these are particularly important when different religious festivals take place throughout the school year.

Is there anything else parents can do to support the learning in RE?

You will be able to see what your child has been learning from the information on their year group area of the website. You can support them by asking about their learning and showing that it is valued. You could share your own experiences and opinions about the different beliefs and cultures that we study.