



RE

Vision (intent)

As a Church of England School RE is an integral part of the curriculum and aims to be meaningful and relevant. The aim of RE, using an enquiry-based model is to develop children's critical thinking, to increase their motivation to learn, and develop their knowledge and understanding of their own beliefs religious or otherwise. As the children move through the school their ability to develop empathy with other people and their beliefs will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter.

Curriculum (implementation)

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries.

Curriculum structure

Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Teachers are able to choose how they teach each enquiry. Each enquiry has a learning objective which shows the learning over the enquiry.

Each enquiry has 4 step approach;

Step 1 – ENGAGEMENT – Introduce pupils to enquiry question and talk about question relating this to their own everyday life. This session may not be religious but will ensure pupils understand the concept.

Step 2 – INVESTIGATION – Teacher carefully guides children through the investigation. In the investigation stage children will gain subject knowledge carefully selected to assist their thinking about the key question. This step may run across 2-3 sessions.

Step 3 – EVALUATION – This session draws together children's learning and their conclusions about the enquiry question.

Step 4 – EXPRESSION – In this session children are taken back to their own experience to reflect on how this enquiry **has** influenced their own starting points and beliefs. Children are given a chance to reflect through a Pupil Self-Assessment sheet or a TINT box (Things I need to Improve On) This is alongside a teacher assessment tool where teachers can simply tick where children are within their learning.

Lesson delivery (Pedagogy)

Children learn about different religions throughout their time at Sonning. They learn about religion, then respond to this, and think about how it will affect their own lives.

Religions and beliefs are taught, not only in their own right but also with a view to what they can contribute to the personal development of the learner. The life-world of religious experience is brought into focus alongside the life-world of the pupil.

Practical example: Taking the theme of worship, pupils discover the worship practices of a community and are then encouraged to consider what it is they personally revere and respect most deeply, and how that makes them feel.

Curriculum Enhancement

- Visitors from Christian faith twice a year.
- Visitors from other faiths in KS1 and KS2.
- Visits to church through key events in the year.
- Visits to other places of worship.

Outcomes (Impact-How do we measure and evaluate)

- Monitoring pita grids.
- Book monitoring.
- Pupil self-evaluation at the end of each unit.
- Teacher assessment at the end of each unit.
- Monitoring of RE lessons by RE Leader.

Partnerships

- Blue coats provide Sonning School with transport to visit other places of worship.
- RE lead has links with members of other faiths within the community and communities nearby.



READING BLUE COAT SCHOOL



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The Parish Church of St Andrew
Serving the villages of Sonning, Charvil and Sonning Eye

"Building Strong Foundations for the Years Ahead"