



WESTFIELD PRIMARY SCHOOL

2022 - 23

RE Subject Report

Subject	RE	Date	Sept 2023
Report prepared by	Julie Clarke		
Overview of the year: Sept 2022 – Sept 2023			
<i>Steady coverage of units</i> <i>Leader training in the new RE curriculum every term throughout the year</i> <i>Assemblies for main Christian times of celebrations</i> <i>Carols with parents and at Moorcroft</i> <i>3D modelling of Muslim and Jewish places of worship</i> <i>Partnerships across the ages groups with older pupils teaching younger ones what they have learned</i>			
Curriculum: Intent, implementation, Impact			
<u>Intent</u> Our aim at Westfield is for children to gain a coherent knowledge and understanding of the 5 main world religions and the effect that has on the choices people make about their behaviours, individually and as a community. In doing so, pupils will be able to use this knowledge in later life, with the necessary skills and knowledge appropriate to their individual needs, including a curiosity and interest in religions. All children will be given the opportunity to discover and develop an appreciation for the faith of others, traditions and artefacts that others hold as important. Lessons are planned to ensure that current learning is linked to previous learning as set out in the RE skills progression document. By the end of Key Stage Two, we hope that children have developed a love of learning and a love of life through our rich RE curriculum.			
<ul style="list-style-type: none">▶ 1. Children to develop a love of learning for RE and learn about the necessary skills and knowledge appropriate to their individual needs.▶ 2. Increase all children's cultural capital and experiences (including DAP/ SEND) through exploring the faith, traditions and lives of those who follow these religions▶ 3. Follow a carefully planned and structured curriculum so there is a clear progression of knowledge, skills, vocabulary and understanding.▶ 4. Children to understand the features of religious belief and practise from the 5 major religions from the past leading to now as they progress from EYFS to KS2, increasing in depth of study as they go through.▶ 5. Develop an understanding of the importance of religious belief and practise to human behaviour and identity as well as factual knowledge about different religions. This creates cross curricular opportunities to inform writing, reading which is one of our school SDP priorities.			
<u>Implementation</u> Teaching our RE curriculum prepares children for the developing world. The study of religions encourages children to ask questions and think critically, with the opportunity to reflect on the development of religious thought and practice as well as their own identity and challenges of their time.			
Our RE curriculum allows opportunities to enhance learning, cultural capital, questioning and curiosity through additional experiences, such as visitors, learning from other children whose families embrace one of the 5 major faiths, assemblies, re-enactment and drama. Each year group has access to a range of tailor-made resources to help them plan specific activities that will best promote historical awareness.			
Each class in a year group covers the same topic to ensure continuity. Teaching RE through discrete lessons and retaining the same book as they progress through the school helps to retain knowledge. To continue to develop children's love of learning for RE, teachers spend time planning cross-curricular links with other subjects through termly topics, as well as during our designated creative curriculum weeks throughout the academic year. To develop the children's love for reading, teachers can choose books			

relating to RE topics to share with the class. Classes can also have books in their reading corners and in their Reflection Areas to excite children's love for reading linking with RE for example covering a religion that is unfamiliar to the children but full of colour and vibrancy in its practise.

RE provides excellent opportunities for more able pupils to excel. Excel challenges are included on planning to enhance the learning of more able pupils through questioning, analysing, investigating and exploring.

Assessment for RE is completed through formative and summative assessments. Formative assessment includes in class questioning, pupil conferencing, marking books, quizzes, beginning of lesson what can you remember post it notes etc. Summative assessments are completed throughout the year as an on-going document so that teachers can easily recognise children that may need more support in class as well as those exceeding. RE often shows children operating outside the usual expectations compared to their levels in English as they may possess personal knowledge and understanding from their family's experience of a faith. The subject leader talks to pupils through a QA to identify parts of the subjects they enjoy or could be better as well as carries out book looks once a term. The feedback is relayed back to teachers and informs teachers planning/ lessons going forward.

Impact

Lesson drop ins, monitoring of planning and the quality of study in year 6 demonstrate children are fostering enthusiasm and curiosity for RE. Children are given many opportunities to develop and explore their questioning and curiosity for these subjects through creative curriculum links. Our Westfield values and learning behaviours contribute to fostering respect for others and independent thought along with tolerance that feeds into the exploration of religions that are valued by others and are represented in our community. The subject leader has been able to monitor implementation using the skills progression document alongside the QA procedures to monitor impact. Outcomes in RE books, evidence a broad and balanced RE curriculum and demonstrate children's acquisition of identified key knowledge and skills in questioning and forming opinions- following the skills progression document. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to develop their love of learning and the necessary skills and knowledge appropriate to their individual needs, but also to take their place alongside people who hold different values and opinions to their own in society.

Next steps:

- To continue and monitor consistency in planning across year groups with the implementation of the new curriculum
- Iron out problems arising from the new curriculum
- Development of a new skills progression document based around Westfield's use of the new curriculum, as it suits our pupils
- Continue to target specific planning for RE and focus on active involvement for DAP SEND pupils
- Encourage staff to continue to plan events across year groups to share learning
- Continue to carry out pupil voice surveys and learning walks each term

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
<ul style="list-style-type: none"> • RE learning is enjoyed by the children • Active learning is the key to engagement • Children love to access books about other people's religious beliefs and practises • Tolerance for others can be fostered through the teaching of religions at Westfield • Curiosity and respect and necessary for RE 	Key Questions: <ul style="list-style-type: none"> • How can reading be more effectively embedded within each year groups RE topics? • How can we make RE more engaging and purposeful for the children? • How is the new RE curriculum shaping up for our school and is the workload for teachers manageable?
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
<p>All teachers follow the skills progression and overview rationales when planning lessons. These have been carefully planned and written by the subject lead to ensure progression from EYFS to Year 6.</p> <p>Teachers discuss the children's 'learning journey' at the beginning of each new topic. The learning journey shows the children previous linked learning, their series of lessons for their current learning and how these lessons will link to their future learning. This is stuck into books so that they can refer back to it during the lessons.</p> <p>Children learn new vocabulary and skills relating to topic knowledge, learning each year through focussed teaching, displays, class discussions, creative curriculum activities and recording outcomes in books/ see saw photographic evidence.</p> <p>Topic words are actively taught by teachers to be used in Writing. Vocabulary is increased and extended as they move into higher year groups. Teachers use the progression of vocabulary sheet to know which vocabulary to teach during each topic. All classes have vocabulary sheets that class teachers share with the children at the beginning of the topic. The new vocabulary is stuck into the children's books when they start a new topic so that they can refer back to it during the lessons.</p>	<p>£1000 and it wasn't spent, next year's will be lower</p>

How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?
<p>Teachers plan cross curricular lessons to link both subjects to Maths and English, as well as:</p> <ul style="list-style-type: none"> • Giving children real-life experiences of religious beliefs and practises • Giving opportunities for learning outside the classroom • Having religious topic related books within the book corner - changing these each term • Class teachers read stories to the children linking to their topics • Links made to our whole school 5R's during lessons • 'The Westfield way' 	<p><u>Spiritual</u> RE supports spiritual development by helping children develop a sense of curiosity and respect for the views, beliefs and practises of others. Artefacts are used to give pupils a sense of the importance of these objects to those who follow a particular faith. Pupils are encouraged to explore the role played by important individuals, communities and religions for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of these religious practices in different parts of the world and how these interpretations have been arrived at.</p> <p><u>Moral</u> RE supports moral development by asking children to consider and comment on moral questions and dilemmas from different faith perspectives and the viewpoints of those who don't subscribe to a faith. Practices, events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show respect for people of faith making choices based on their beliefs.</p> <p><u>Social</u> RE supports social development by exploring the similarities and contrasts between religions and communities within society. They will examine how different religions have had an impact on the world and consider their own right to think for themselves and how they make their own decisions in life.</p> <p><u>Cultural</u> RE supports cultural development by encouraging children to gain an understanding of and empathise with, people from different religious backgrounds. They will examine how world religions have had a major impact on the development of cultures and traditions. Pupils develop a better understanding of our multicultural society through studying what people believe personally and in community and how this influences their behaviour.</p>

If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
1. More active learning in RE	1. People of faith to come into school as a living resource 2. Story books of religious events and people for book corners 3. Time to implement the new curriculum to meet the needs of Westfield pupils
<p>Subject Web: Why do we teach what we teach?</p> <p>Every child is entitled to a broad and balanced curriculum, which is catered for in our RE teaching. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of our RE curriculum. The children learn about the 5 major religions of the world and the behaviours these beliefs influence, which links to our Learning for Life curriculum, as well as British values. RE at Westfield provides opportunities for individuals to acquire knowledge, skills and understanding, promote the spiritual, moral and cultural development of our pupils, as well as prepare pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in these areas of learning.</p> <p>6 key skills:</p> <ol style="list-style-type: none"> 1. Religious knowledge and vocabulary 2. Investigative skills 3. Thinking skills 4. Understanding and explaining similarities and difference between world religions 5. Developing a sense of questioning 6. Tolerance and respect for others <p>How do you ensure every skill is taught within your subject?</p> <p>There is a clear skills progression document and Curriculum Overview and rationale for RE that ensures knowledge and understanding required is covered, alongside the necessary skills development.</p> <p>Quality Assurance (recorded in Subject Leader files) provides evidence through book looks, photographs, planning and Seesaw, that children are learning skills and not just the topic knowledge.</p> <p>Pupil voice allows the subject lead to see what they children are enjoying and remembering and allowing them an opportunity to express how else they would like to learn about History in school.</p> <p>Topics taught across each year group:</p> <p>Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.</p> <p>RE teachers aim to teach the equivalent of 1 hour per week of RE which is broken up in the units of study, but ensuring quality not quantity of time is essential.</p>	

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 7 key components of a good learner in your subject?

1. Developed religious knowledge and vocabulary
2. Curiosity to learn more
3. Excited about RE in their next phase of education and going forward in life - linked to *Learning for Life*
4. Enhanced cultural capital through immersive and active learning
5. Aware of the influence of religions on behaviour choices in individual and communities
6. Able to articulate skills used and identify next steps in their learning
7. To have pride in their work, both individually and as part of a team

What does Fast Feedback look like in your subject?

Teachers are encouraged to use the 'I spoke to my teacher' stamp once each half term in RE. This shows that the child discussed and worked with their class teacher on that specific activity.

How do you know this has been effective for children's progress?

Quality assurance checks by the Subject Leader.
Pupil Voice
On going assessments

Evidence of children self-correcting their work and editing, if appropriate.

Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.



RE is not an SDP priority

Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?

Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training power points, online courses, research activities. The RE coordinator has been on termly training courses related to the new curriculum. The written notes and slides for these are in the online RE folder and in the RE hub

What has been the impact of this on the children and staff?

Ideas shared in staff meetings and how to best use the resources we have in school.

Pupil voice and QA

"I like learning about different religions and people who believe different things to me. I don't have a religion so it's good to find out."