
















Religious Education Curriculum Rationale

Vision Statement

At Rosehill School it is our intent that we will nurture understanding, empathy and respect for cultures and religions in our community and of people throughout the world. We aim to celebrate our similarities and differences by exploring an open-minded attitude and we will promote pupils' spiritual, moral, social and cultural development, preparing them for the opportunities, responsibilities and experiences of the present and the future. Children will learn to be good citizens of the world, enriching society through a positive contribution to their community and beyond.

Intent		Implementation		Impact	
 Curriculum	<p>At Rosehill School, we teach RE by following the Agreed Nottinghamshire Syllabus, which we tailor to meet the special needs of all pupils. By following this Syllabus, RE will contribute to a whole range of school priorities. Study of religious and world views will promote SMSC development, and support pupils' understanding of FBV such as acceptance and respect for others who hold different world views. The teaching of RE makes links with other curriculum areas, particularly PSHE and embeds British Values which enables children to participate positively within an ever-changing society and world. At Rosehill we develop the children's knowledge and understanding of the major world faiths and give them opportunities to reflect and develop their own spiritual knowledge and understanding.</p>	 Pedagogical Approaches	<p>The pedagogical approaches to the teaching of RE in the school include:</p> <ul style="list-style-type: none"> • Teachers ensuring that pupils develop their relationships with other people and their understanding of other people's needs • Regular checkpoints and formative assessments within lessons to tailor lessons to the needs of pupils • High levels of subject knowledge • Making reference to the school rules, values, SMSC and FBV when teaching; this supports pupils to contribute and engage in lessons and be part of the school community 	 Approach to Assessment	<p>All assessment is linked to the progression steps referenced in the Syllabus which has been further adapted in the progression pathways for RE at Rosehill School. This is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. A range of assessment is used, including learning walks, observations, work scrutiny, monitoring of the learning environment, questionnaires and feedback, case studies, impact reports and evidence of learning i.e. photos.</p>
 End Points	<p>Through our strong focus on SMSC and FBV, and in using relevant stimuli, pupils develop a sense of curiosity about different beliefs and practices, including festivals and ways of life by the end of Key Stage 1. Pupils are able retell and suggest meanings to some religious and moral stories by the end of Key Stage 2. Pupils will be able to express their ideas and insights into religion and world worlds with a greater level of accuracy, by the end of Key Stage 3. Through LIVE, Careers, AQA, ASDAN and Princes Trust, which includes opportunities to explore and research at varying levels to inform their understanding, pupils gain and deploy the skills for learning from religions and world view by the end of Key Stages 4-5.</p>	 Teachers' Knowledge	<p>The culture of the school is one which promotes openness and honesty in relation to proactively seeking support for any gaps in subject knowledge; this may be reflected in CPD meeting content, and discussions between colleagues. Teachers are given regular opportunities to access CPD through assemblies, discussions and FBV. In addition, the Subject Lead provides regular updates to staff about upcoming events and developments within the subject. Many of the elements of the wider curriculum, and indeed the school's approach to behaviour and relationships, is underpinned by the very latest best practice and research in relation to developing a positive climate for learning, and the very latest developments and research in autism, mental health, wellbeing, SMSC and FBV. The subject leader will access specialists' networks i.e. NST subject leaders' network.</p>	 Performance Data & Pupil Progress	<p>There is no published data for RE at Rosehill. The school tracks RE broadly to ensure that pupils are working within the curriculum expectations for their Pathway (Impact reports and curriculum examples). The skills and attributes that the pupils develop will benefit them beyond the school and into adulthood; i.e. articulating their beliefs and views whilst respecting others, celebrating different festivals and events. This will ensure they are well-rounded citizens which will make a difference to their quality of life and their contribution to society i.e. showing tolerance and respect for people who hold different faiths and worldviews.</p>

 <p>Sequencing</p>	<p>Our RE curriculum is a spiral curriculum (cross-curricula) that brings learning to life through the use of creative and imaginative topic and activities. RE is taught progressively throughout school on a three-year cycle to ensure that knowledge and skills are built upon and developed. Key ideas are revisited in greater depth each year. Using the Agreed Syllabus, we will enable our pupils to discover more about religion as well as other world views as we assist them to apply their learning to a range of topics. We will invite visitors into school to share a range of religious viewpoints. Pupils will also undertake visits to varied places of worship. Through these experiences they will gain insights and knowledge to help equip them as responsible citizens, ready to contribute positively to our society and the wider world.</p>	 <p>Enabling Environment & Pupil Voice</p>	<p>RE is taught through themes in each Key Stage; using areas such as the art studio, dance studio, and the MILE immersive space to promote learning and through other experiences such as class Ambassadors, the Student Council and assemblies. Teachers promote discussion and opportunities for questioning about the focus of RE to apply their learning and develop their understanding and retention of key skills and vocabulary. This promotes pupil voice/feedback, enabling learners to contribute to the school and local community i.e. Harvest Festival social action project.</p>	 <p>Pupils' Work</p>	<p>It is expected that tasks are designed with reference to the progression steps referenced in the Nottinghamshire Syllabus, to give children opportunities to; know about and understand religions and world news, express and communicate ideas relating to religions and world news and gain and develop skills for studying religions and world news. Teachers are encouraged to be creative in lesson design, and work can take the form of artwork, discussion, drama, song, writing or a mixture of these. Photographs, written/symbols, feedback and project work capture pupils learning and progress. Additionally, pupil work is displayed in communal areas and classrooms and assemblies are used to share and celebrate learning, achievements and progress.</p>
 <p>The Need of all Pupils</p>	<p>A key principle of our teaching is about belief that every child and young person can engage with RE. The resources used in school are suitable for pupils of all abilities. We have a firm belief that every child/young person can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. Pupils enjoy investigating religions and world views through varied experiences and disciplines; reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity; becoming increasingly able to be reasonable in their responses to religions and world views.</p>	 <p>Knowing More and Remembering More</p>	<p>The progression built into the RE curriculum includes core knowledge and skill development for each year group. Key RE terminology and vocabulary is taught in context. Throughout each unit of work, teachers will revisit, embed and assess learning through questioning and feedback on learning so far both in the unit and in previous years. Displays, celebrations of pupil's work and assemblies provide a platform for revisiting and embedding learning</p>	 <p>Talking to Pupils</p>	<p>The Subject Lead talks to pupils about their learning as part of the monitoring process and through assemblies. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform teaching. The subject leader will also dedicate time regularly to the scrutiny of children's work and discussion with teachers, enhancing subject knowledge.</p>
		 <p>Assessment</p>	<p>Assessment questions throughout lessons are provided by teachers. This is to see if pupils have enjoyment and confidence in RE. RE projects and impact reports evidence progression of skills across all key stages (see Earwig).</p>		