

RE at Grasvenor Avenue Infant School



RE

No other subject addresses the big questions in life like RE. It goes to the very heart of what it is to be human

During Foundation Stage

The contribution of RE to the early learning goals.

The early learning goals set out what most children should achieve by the end of the foundation stage.

Religious education can make an active contribution to the ELG but has a particular important contribution to make to:

- Personal, social and emotional development
 - Communication, language and literacy
 - Knowledge and understanding of the world
 - Creative development
- Children will begin to explore the world of religion in terms of special people, books, times, places and objects. They will listen and talk about stories. They reflect on their own feelings and experiences.

During Key Stage 1

Pupils explore the main religions and their principles. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.

They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Planning

- The school's curriculum maps shows the units to be covered each term
- There is a medium term plan for each unit of work
- Plans are annotated and adapted to show how less able and those new to English will access the content.
- More able children are planned for so that they can deepen knowledge and skills.

Teaching

- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work.
- Opportunities to develop core literacy skills are exploited as well as the learning of new vocabulary
- A range of resources are used to enhance learning including handling objects, pictures, sacred texts, watching videos and reading information texts.

<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Written feedback 	<ul style="list-style-type: none"> • Relevant vocabulary is explicitly taught, evident in the classroom and used in discussion and reasoning. • Children receive an RE lesson every week and have a topic book to record work. • There will be many opportunities in KS2 to write a reflective thought on what they have learnt from the concept in the lesson
<p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> • AFL is used within each lesson to establish next steps for pupils. • Short recaps in each lesson to ensure the children have secure knowledge and understanding from each lesson. <p>EYFS:</p> <ul style="list-style-type: none"> • Teachers and key workers make observations regarding the pupils' development in this subject. 	<p>Resourcing and display</p> <p>Working wall:</p> <ul style="list-style-type: none"> • Display is kept up to date and relevant to class themes, displaying key vocabulary and concepts that are being taught in RE. <p>Resources:</p> <ul style="list-style-type: none"> • Teachers are encouraged to add any new resources and display materials that they have created to the topic box
<p>Monitoring</p> <p>Monitoring is undertaken by subject leader and SLT during the school year. This will include</p> <ul style="list-style-type: none"> • learning walks during RE lessons • scrutiny of RE books • discussions with pupils about what they have learnt 	