

Aims and Purpose:

Vision: *Our intent is to support our children in developing an outstanding level of religious understanding and knowledge so that they are equipped to hold balanced and informed conversations about religions and life.*

Intent: *Our RE curriculum intends to: -*

- *Provide a diverse experience which stimulates children's curiosity of world religions.*
- *Develop attitudes which are tolerant and respectful of all people no matter who they are*
- *Develop the ability to question and articulate their own beliefs and ideas about the world*
- *Provide an in depth exploration of Christianity and other principal religions.*

Key themes

Christianity (enquiries for every year group)

Baha'i (coming 2024)

Buddhism

Christianity

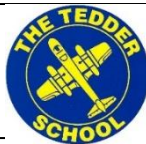
Humanism

Islam, Sikhi,

Judaism

Sanatana Dharma (Hinduism)

Ethical Veganism, Humanism



RE at Digby Tedder Primary School

Planning and Sequencing from EYFS to Year 6

Teachers use the Local Agreed Syllabus guidance to accurately map the progression of skills and knowledge in RE.

Teachers use Jigsaw RE to cover the RE curriculum.

- *This has been adapted into a 2year cycle.*
- *There is a balance of different religions being covered throughout the year using an enquiry approach.*
- *This is a whole school approach with all classes using an enquiry question as a theme.*
- *Every enquiry comprises 6 lessons with all the teaching resources needed for each one.*
- *EYFS are taught RE through key religious festivals and activities introducing them to some of the concepts underpinning worldviews e.g. belonging, special places, story, and touch on a range of worldviews.*
- *Jigsaw RE provides a comprehensive programme covering world religion, known as world views.*
- *Pupils work through a 4 step enquiry process: -their own lived experience, introduced to worldview being studied, apply their knowledge to the big enquiry question, revisit their own experience to reflect on what difference this enquiry has made to them personally.*
- *The use 3 colour coded strands are used throughout the teaching, learning and assessment materials. These strands work together to enable holistic learning.*
- *Jigsaw RE refers to the Disciplinary lenses, throughout each lesson to explore worldviews: Theology, Philosophy and Human/Social Sciences.*

EYFS - *The following areas are most relevant:*

- *Communication and language – Listening, attention and understanding.*
- *Understanding the World – Past and Present and People, Culture and Communities.*

Assessment

- *Teachers use the enquiry question as a starting point.*
- *Children are able to express their understanding and to show their understanding, make links and develop a secure knowledge.*
- *They will use targeted questioning to embed learning and establish depth of knowledge.*
- *Each enquiry has its standalone Summative assessment.*
- *Jigsaw RE contains 3 age related descriptors for each enquiry, working at, towards and beyond and children are assessed against these.*
- *Assessments are recorded on the Foundation Subject document and shared with leader.*
- *The aspects are colour-coded and the coding runs through the learning objectives.*
- *They include Green: Personal resonance with the bridge concept, Blue: Subject knowledge, Red: Critical thinking and self-evaluation.*
- *Subject lead will talk to children about their views on the subject as well as check understanding / learning.*
- *Subject lead will talk with teaching staff for their views.*
- *Foundation Stage spreadsheet on Staff Drive will inform subject lead of progress.*
- *During Coordinator Days and Gov monitoring, subject lead will look at planning coverage, books and sample teaching (where*

SEND

Use of role play to explore concepts, ideas, feelings.

Use drama and props to retell stories. Reinforcement of key vocabulary and concepts.

Explore the concept of special people through continuous provision and photographs.

Encourage children to talk about people who are special.

Model correct use of vocabulary, sentence structure

Challenge

Encourage deeper thinking of key question and allow children to explore ideas.

Groups and pairings to be considered to inspire deeper discussion.