

## **Religious Education**

### **Intent**

Since September 2016 Medlock Primary School have adopted the new agreed syllabus for RE in Manchester and are following the 'Key Question' approach that it outlines. The curriculum has been redefined and moulded to suit our school community and our lesson sequence. A revised Long Term Plan to be launched September 2021.

At Medlock Primary School, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of world faiths, and their understanding and awareness of their beliefs and values. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with Religious Festival Workshops throughout the year, which cover Christianity, Islam, Hinduism, Judaism and non-religious festivals such as Chinese New Year.

### **Implementation**

At Medlock, we want our pupils to engage in deep and thoughtful discussion. After new knowledge has been taught, our lessons typically lead to debate or discussion or are set up as a philosophical enquiry. Implementation of our talk promise underpins all our teaching but this spirit of community and conversation is a particular driver of the way we see RE should be delivered.

Detailed medium and daily lesson plans from the Manchester Syllabus promote and encourage open meaningful dialogue in a respectful manner. The teaching is based on the whole school 'Big questions' approach. The Key questions have become our Medlock Big Questions, which then open up the content to be studied. There is a new lesson cycle every term, in each Key Stage. Progressive key vocabulary, for each of the main religions studied, builds through the year groups. This is highlighted on each lesson cycle session. The subject leader will create knowledge maps to support religious workshops, teacher notes and activity ideas. At school we have

chosen to focus within RE sessions primarily on the monotheistic religions of Christianity, Islam and Judaism so that knowledge can be built upon, year on year. The similarities and differences of the three main monotheistic religions as well as exploring atheist beliefs will be threaded through most Big Questions. This learning is of course supplemented by workshops for all the major faith groups. Pupils' work is collated and presented in floor books.

### **Impact**

In our school we enjoy learning about other religions and why people choose to follow religion, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives, their community and in the wider world. Children are encouraged to act as 'expert' teaching others about aspects of their faith and religious observance.

Evidence of impact in RE is not just collated through floor books, all our pupils contribute to school assemblies (pre Covid) and faith celebrations. During RE lessons, pupils' learning can be assessed through questioning and verbal conversations with their teachers, and peers, to ascertain their growing knowledge and understanding.

The Manchester Agreed Syllabus for RE provides targets for the end of each key stage. Evidence is gathered mainly through observation, oral discussion, written tasks, drawing, planning and through Pupils voice