



RE at Westfields Junior School

At Westfields Junior School, we follow the Living Difference IV agreed syllabus for Hampshire, which recognises that living a religious life means to subscribe to certain beliefs and practices.

Our aim is for children to develop an understanding of their individual spirituality and, as future adults, become socially, morally and culturally astute, accepting others for their differences.

Our half termly topics are planned thoughtfully to develop children's knowledge and understanding of world religions, allowing children to develop their personal beliefs which influence their everyday actions and choices. Our teaching also leads to an understanding of the wider community and to why people have different views and values which should be respected by all.

Coverage

- Through the RE curriculum, children develop an understanding of what a religious way of looking at the world may offer someone, individually and collectively.
- Each unit follows the prescribed Religious Education cycle through enquiry, context, evaluation, communication and application. This allows pupils to gain an understanding of concepts in relation to a religion and everyday life.
- Through lessons and topics, children develop knowledge and understanding about:
- The key elements of Christianity, including: Jesus' teachings and messages, the birth of Jesus, Christians' place of worship, holy communion and resurrection.
- The key elements of Hinduism, including: religious festivals, religious teachings, place of worship and how worship is carried out.
- Understanding the key elements of Islam, including: their key beliefs, place of worship, key values and religious festivals.

Progression

- Most concepts looked at in Years 3 and 4 are common to all people or shared by many religions, whereas more concepts looked at in Years 5 and 6 are distinctive to a particular religion.
- Hinduism (in lower key stage two) and Islam (in upper key stage two) are taught for two years to allow progression and depth of understanding.
- Year 3 look at where Hindus worship and why this is important.
- Year 4 look at how Hindus show devotion whilst taking part in worship.
- Year 3 look at the role of Angels in relation to Jesus' birth.
- Year 5 compare Bible stories (Luke 2 and Matthew 2) and Year 6 explore the concept of prophecy in relation to the birth of Jesus.
- Year 5 introduce the foundations of the Islamic faith and Year 6 focus in finer detail, looking at some of their religious festivals.

Enrichment

- Whole school carol service.
- Weekly assemblies/ collective worship.
- Assemblies about religious festivals.
- Remembrance, Harvest, Easter and Open Book assemblies.
- World Religion Day
- Whole school Interfaith Calendar competition.
- The use of artefact boxes
- Virtual and in person interactions with religious experts from afar and our local community.

Cross-Curricular Links

- Year 4 – Myths topic links with History and Ancient Greece.
- Year 5 – Belonging topic links with PSHE and relationships. The Eucharist links with DT and bread making.
- Year 6 – Justice topic links with PSHE and British laws.
- Writing – Use of informative and creative writing e.g. Year 6 write biographies, Year 5 write postcards and leaflets, Year 3 write poetry and year 4 write instructions.
- Reading – Use of fiction and non-fiction books.
- PSHE – discussing different interpretations and values.
- Geography – Key religious locations are mentioned throughout different units and are also explored on World Religions Day.

Assessment

- Whole class and verbal feedback.
- Use of Knowledge Organisers.
- Use of retrieval practice at the beginning and end of lessons.
- Use of quizzes, starter & plenary activities and written assessment tasks.
- Teacher assessment, self-assessment and peer assessment of activities and tasks.
- Referral to the progression document.
- Completion of the RE Foundation Subject Assessment document identifying children not achieving expected standard of those exceeding.

Inclusion and Challenge

- Everyone has access to the Religious Education Curriculum (Living Difference IV. The agreed syllabus for Hampshire).
- Key vocabulary is shared and discussed through the use of Knowledge Organisers and discussed throughout lessons.
- Key skills are modelled by adults and children.
- Retrieval practice promotes deeper knowledge.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches and strategies, task design and differentiation.
- To support and challenge children, differentiation will include: self-selection and tiered activities; resources and scaffolds; differentiation through outcome; adult support and peer-support.
- Use of RE cycle challenges pupils to apply concepts to their own and other people's lives (Westfields have created our own adaption of this with key questions included).
- Artefacts and religious texts enable children to gain a clearer understanding of religions/theme being studied using experiential learning using physical resources as well as extend thinking.