

Religious Education

Intent:

At Abbey Hey Primary Academy, 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 the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.

The 3 areas that are the basis for all Religious learning at Abbey Hey are:

- Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- Expressing (Religious and spiritual forms of expression; questions about identity and diversity)
- Living (Religious practices and ways of living; questions about values and commitments)

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 trips to places of worship in our local area. We also welcome guest speakers from different religions and walks of life into our school to allow the children to learn about different faiths first-hand and to build connections.

We use the Manchester agreed scheme of work as the basis for our curriculum.

Implementation:

Teachers are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following for Religious Education:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master for that unit of Religious Education.
- A cycle of lessons for Religious Education, which carefully plans for progression and depth, including exit tickets to ensure clear understanding and time to revisit if not.
- An end of unit quiz to secure knowledge and skills into the learners' long term memory.
- Challenge questions (exit tickets) for pupils to apply their learning in a philosophical/open manner.

Impact:

Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes for Religious Education;
- A celebration of learning for each term which demonstrates progression across the school;
- Tracking of gains in each quiz;
- Pupil discussions about their learning;