**MONITORING**

Pupil voice – interviews in FS and KS1 Planning scrutiny Work scrutiny - See reports and curriculum walk grid Learning walks

Staff Feedback

Use of floorbooks and sticky knowledge books

Parent questionnaires

CULTURAL CAPITAL

Children are exposed to different …. people of different ages, gender, ethnic origin.

There are 7 different religions respected by our school family and 14 languages spoken

Families view the school as a hub that promotes community.

Create opportunities for children to partake in special events such as singing at Tesco, making nativity scenes for the church, attending Christingle/ Harvest/ Lunar New Year celebrations. Key Strings attending during the Christmas period.

Members from the wider community come and lead acts of collective worship. Children explore that different religions value the importance of the value “giving to those in need” therefore as a school we have an annual charity that we support throughout the year. As a school community we vote for the “Charity of the Year” then raise awareness of it and create opportunities to fundraise. Within this we create an opportunity to leave a legacy gift to the school.

CPD

* Collaboration school – meeting with subject leaders Art appreciation pieces – classrooms and Dojo
* Resources for staff:
* Resourcing RE at Banks Road (links to resources available to us
* Picture Books for RE
* Staff Quiz linked to KS1 subject knowledge for RE
* Individual meetings with staff- Year 1 teacher zoom call, FS teacher reflection area
* Use of artefacts to enhance teaching and learning.

NEXT STEPS

Religious Education Day- three year cycle to cover More links with the wider community

Meet with RE Co-ordinator at Bispham Drive

Parental links about RE Curriculum and the value of exploring worldviews

Annual Collective worship resource this years theme Celebrations

Create whole school assessment task- What does it mean to belong? “Ideal town map from RE Today

Links with the families in our community to aid teaching and learning

Assessment tasks in each year group

Year 2 Religious leaders, books, sacred building and religious headwear

Year 1 How do people worship? EYFS- belonging in our community

IMPACT

Religious Education at Banks develops pupils’…

knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;

understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;

understanding of the influence of faith and belief on individuals, societies, communities and cultures;

skills of enquiry and response through the use of religious vocabulary, questioning and empathy;

skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

At Banks we encourage pupils to consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;

understand the influence of religion on individuals, families, communities and cultures;

learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;

learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues; develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;

develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at Banks enhances pupils’ awareness and understanding of religions and beliefs, teachings, practices and forms of expression; ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Through our collective times together we offer opportunities for personal reflection and spiritual development. We use the symbol of the candle, the window, the mirror and the door to structure how the children reflect, learn, consider and think.

RECENT ACTIONS

Use of floorbook throughout EYFS and KS1

Developing skills, curriculum coverage, units from F1-Year 2.

Lead staff meeting- how to use stories in RE, cross circular links, use of symbolism, making links to our own lives.

Termly meeting with EYFS team to think about practical and meaningful links within their curriculum to see how to ensure that RE is “Fully embedded within long term planning, alongside additional explicit sessions” Educating families about the importance of Religious Eductaion and sort feedback from them. Ask families to share

Created resources for whole school collective worship- festivals, special clothing, celebrations, remembrance day, lunar new year.

IMPLEMENTATION

Links with the church and children have the opportunities to visit St Peters Church for Experience Christmas, members of Toton Churches Together to lead a Experience Christingle session for EYFS.

The syllabus should ‘reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.’ (s375 (3) Education Act 1996

Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

We actively drawn on the lives of the families within our community and provide meaningful opportunities for children to show a glimpse in their worldviews, whether religious or not. Through the use of Family boxes in Year 2, Show and Tell bags in Year 1, All about me display in the FS.

Create memorable experiences such as annual RE day, enactments of christenings/ baptism, use of external speakers, Experience Christmas at the local church, Meaning of Easter and Christingle session lead by members of the church.

Progress in RE is reported annually to parents and has a prominent position in the end of year report.

INTENT

Through our Religious Education curriculum we aim:

To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, to promote their personal, spiritual, moral, social and cultural development.

To provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs (such as Judaism, Islam and Sikhism) represented in Great Britain.

To develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.

To enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.

To enable learners to become aware of their own beliefs and values and To have a positive attitude to the search for meaning and purpose in life.

To encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

To understand what it means to belong to part of a community, recognising that as a school we view ourselves as a family that is part of the Toton Community.

To compare and contrast religious practises, such as visiting special places, eating special food, wearing special clothes and reading special books, with their own worldviews.