



Intent

“Be You... Explore... Excel”: the discipline of Religious Education (RE) is vital in allowing children to develop their own world view, giving all children a confidence to explore and evaluate their place in the world. Our guiding principle is that children should leave Year 6 confident to explore and learn about the world, looking outwards with an open mind to embrace diversity, inclusion and belonging. Through the discipline of RE, children will ask questions to build, deepen and secure knowledge, facilitating opportunities to learn today for the challenges of tomorrow.

Religious Education has a vital role in the development of pupils' SMSC growth by learning about world religions and beliefs. It promotes respect, open-mindedness, and inquisitiveness towards others with different faiths and beliefs. RE at Ranvilles Junior School simultaneously encourages children to develop and explore their own sense of identity and belonging. RE aims to provide a safe place for all children to develop an enquiry-based approach to their learning, where they can develop an understanding and appreciation for the expression of beliefs, influences and cultural practices of worldviews locally and globally. The links made in RE hugely supports the philosophy of the 'Exploring the World...Exploring Me...' concept here at Ranvilles Junior School and has close links to our RJS Stars holistically developing children.

Learners will be:

1. Keen to contribute to the lesson, asking relevant questions and debating the topic with enthusiasm
2. Interacting productively with each other as well as the teacher
3. Able to explain what they are doing and why
4. Able to challenge and debate opposing views respectfully
5. Gain an understanding of cultural, religious and non-religious practises to enable them to make their own informed decisions; developing the learner holistically through spiritual and moral practice.

Implementation

The religious education curriculum is aspirational. It is biased and shaped to meet the individual, contextual and holistic needs of all pupils. Formative assessment is used constructively to secure ambitious objectives, supporting learners to maximise their abilities.

Ranvilles Junior School teaches the Hampshire Country Council Living Difference IV Religious Education scheme of work. The long-term map below outlines the focus units of work and the taught Living Difference IV Programmes of Study by year group and term. Each year group will teach six cycles of enquiry an academic year.

Each five-lesson unit has a focus on the religious education 'cycle of enquiry'. Learners follow the process of the cycle in order and explore the concept within the given religious context:

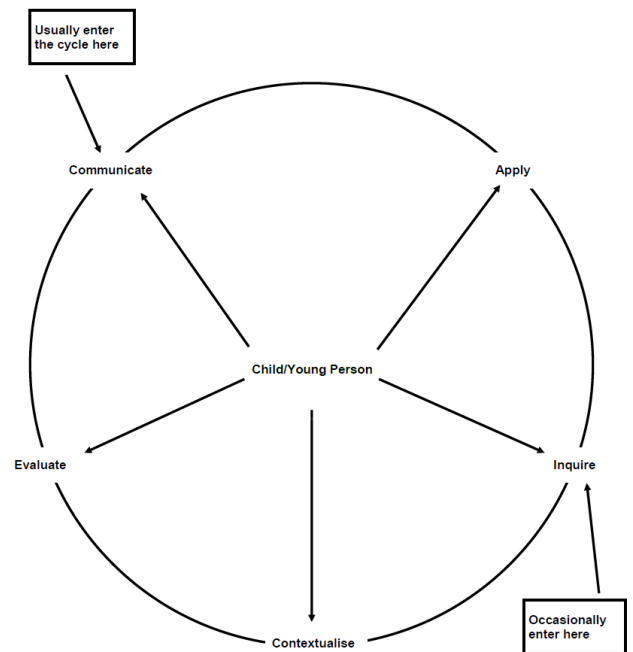
Communicate: where learner to their experience of the concept.

Apply: where the learner considers how the concept is applied more widely.

Inquire: where learners explore new material within the concept, often within a religious tradition

Contextualise: where learners explore real-life examples or case studies of this concept

Evaluate: where learners discern the value of the concept for those in the community studies as well as themselves.



These concepts will be encountered in different contexts during the study of various religious across the world. Accordingly, children will have varied opportunities to evaluate what they have learned and to make judgements. Our curriculum follows a spiral curriculum model in which there is a clear coherent and integrated approach, whereby previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of religious traditions, identifying links as their knowledge increases over time.

Impact

Knowledge, built in the discipline of religious education, is utilised in the Ranvilles SMSC 'Big Debate' at the end of a half term. The Big Debate connects key subject disciplines. Learners draw on the knowledge and skills explored in history to: **S**equence ideas, **T**hink critically, **A**rticulate precisely, **R**espond respectfully and **S**ynthesise collaboratively. This process enables learners to positively push new boundaries in exploring the world. They also understand and appreciate the developmental knowledge and skills required to be active global citizens. Summative assessment is used carefully to evaluate success and plan to meet future needs.

Pupils will leave Ranvilles Junior School equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners value knowledge and skills as an engine for change in the world. Learners will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of diverse cultural and religious traditions.