



## **Faith and Belief at The Ryde School**

### **References and Reading**

RE Today Planning Guidance

<https://www.retoday.org.uk/uploads/RE%20Today%20Website/SoW%20promo/Guide%20to%20planning%20with%20RE%20Today%20units%20of%20work.pdf>

Cognitive Load Theory and its application in the classroom: Dominic Shibli and Rachel West

<https://impact.chartered.college/wp-content/uploads/2018/03/Cognitive-Load-Theory-and-its-application-in-the-classroom.pdf>

RE Today Planning exemplar

<https://www.retoday.org.uk/uploads/RE%20Today%20Website/SoW%20promo/1-2%20Unit%20Exploration%20Planner%20Who%20is%20a%20Muslim%20Final%20SAMPLE.pdf>

Hertfordshire Agreed Syllabus

<https://www.hertsforlearning.co.uk/resources/hertfordshire-agreed-syllabus-religious-education-2017-2022-digital-download>

### **Intent**

Religious Education (RE) at The Ryde School aims to ensure that all children develop a knowledge and understanding of the major world faiths and the chance to reflect on their own life choices. The children are encouraged to express their own ideas about beliefs and to explore the diversity which exists within and between religious traditions. Through discussion, the children are encouraged to express their own personal judgements and to develop the skills needed to engage in dialogue and to cooperate in society with respect and compassion. Close links, therefore, are made with the PSHE (Jigsaw) Curriculum.

Throughout the year, festivals from different faiths are also highlighted through assemblies and displays around school. The children are also encouraged in class to share celebrations and events which they have taken part in. These opportunities allow the children to develop a further understanding of events which shape our local and global communities.

At the Ryde School, we use the Hertfordshire Agreed Syllabus alongside the RE Today schemes of work to inform planning and to ensure that children are developing their 'religious literacy'.

Teaching aims to provide pupils with a knowledge and understanding of principal religions and world views, which give life value. At The Ryde School, we intend for our pupils to gain the skills and knowledge to engage in life in an increasingly diverse society. We will assist our children to gain shared human understanding, develop their personal identity and search for meaning in the context of different viewpoints.

### **Implementation**

At The Ryde School we use the RE Today units of work, these units provide key questions which give a focus for thought, discussion and learning throughout that unit. These key questions allow children

to explore and investigate religious and non-religious beliefs. Alongside the RE Today units, the subject lead has used the Hertfordshire Agreed Syllabus to create a long term plan which ensures each milestone builds on the previous learning and the six major world religions have been studied and explored by the end of year 6. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. The children are encouraged to relate the learning to their own lives.

This takes place in one hourly lesson per week alongside opportunities to explore the religious and world views that make up the school and its wider community. **This can include inviting guest speakers from different faiths, children sharing their own personal celebrations with their class, assemblies surrounding current affairs or religious celebrations and up to date displays around the school. Opportunities for trips include a visit to The Hari Krishna Temple and a visit to St Etheldreda's Church.**

Staff also have access to a range of high quality resources and artefacts to support and enhance lesson give opportunities for a hands on approach to learning. Resources include copies of various religious text, key items of clothing from different faith groups and a range of religious art.

In Religious education lesson children explore the importance of sacred texts, other sources of wisdom and ways of expressing meaning. They recognise and explore the diversity which exists within and between religious traditions whilst being encouraged to express their personal reflections and critical responses. **For example, in year 2 children explore what we can learn from different sacred texts. They develop their understanding of Christian and Islamic texts and how are used to guide religious beliefs. They are given opportunities throughout the unit to discuss their own ideas, thoughts and views.**

### Impact

Staff use summative assessment based on children's input in lessons and the work they produce during each session to evaluate and assess their progress against the key areas of learning covered that term. In addition to this, the key questions for each unit are used as a piece of assessment as well as a Rubric which outlines key outcomes and objectives for each unit and gives the teacher an opportunity for targeted feedback and the children an opportunity to reflect on their own learning and how it can develop.

At The Ryde School teacher's and the subject leader use a range of strategies to assess children's understanding, progress and attitudes in Religious education. These include: book monitoring, learning walks, discussions with class teachers, discussions with pupils and pupil voice surveys.