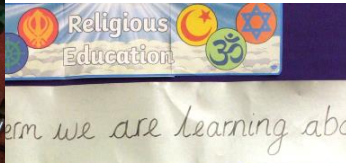


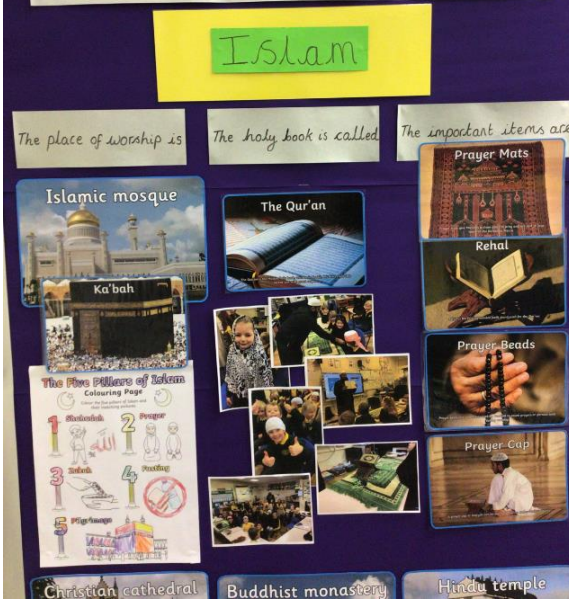
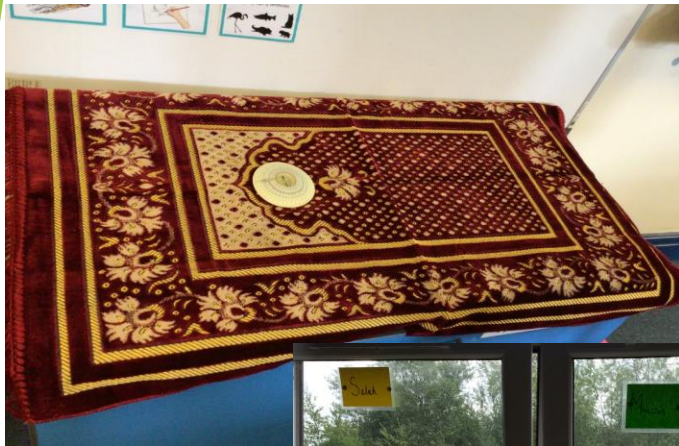
Religious Education at Manor Road



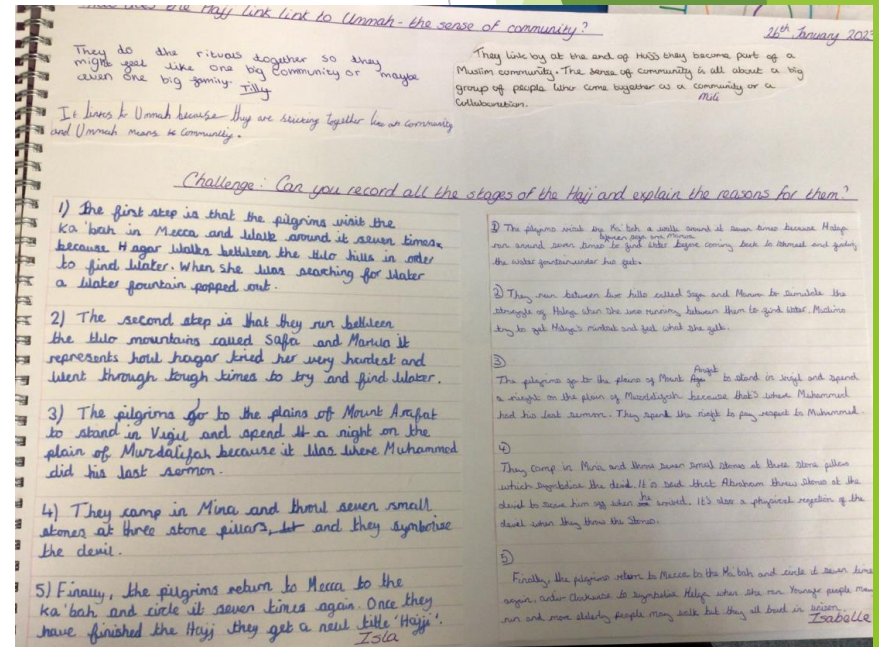
Visitors and visits in school.



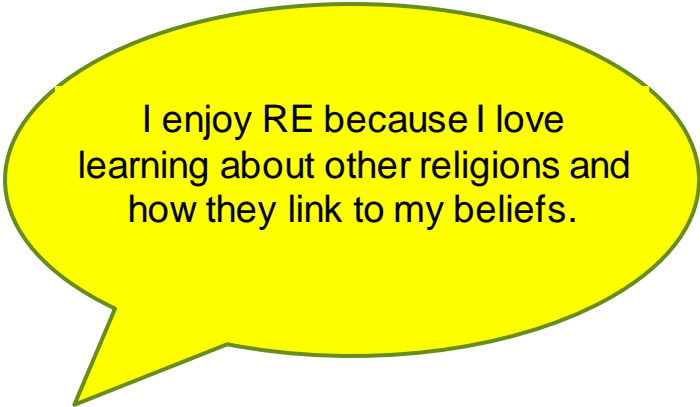
Fun practical activities to provide 'sticky learning' activities.



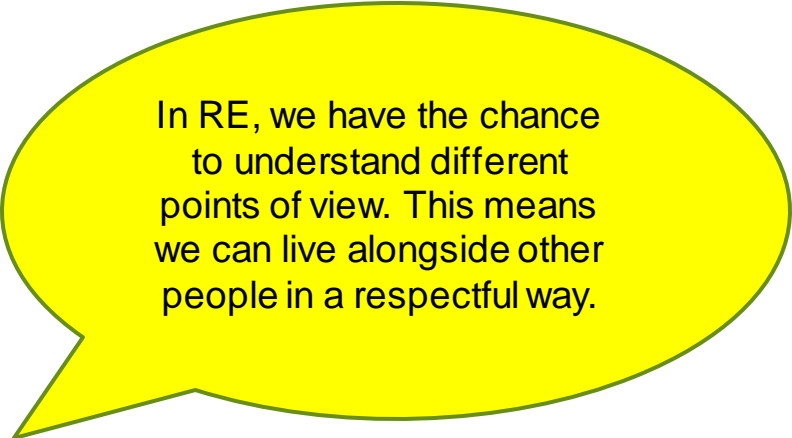
Work displayed in classrooms.




Written work and presentations.




I enjoy RE because I love learning about other religions and how they link to my beliefs.



In RE, we have the chance to understand different points of view. This means we can live alongside other people in a respectful way.



We get to have visitors come into school for RE and we went on a trip to church. This was fun and helped me learn more.



I like the activities we do in RE. We always have fun, and we get to see our work in the floor book once it's finished.

Strengths in Religious Education at Manor Road

- Children here at Manor Road appear to really enjoy RE. When carrying out interviews, the children were able to discuss what religions they had covered and what they had learnt.
- Staff are all planning RE using the agreed Lancashire Syllabus 2021 and are up to date with any changes /resources / guidance provided.
- Children's knowledge and understanding of religious vocabulary is improving rapidly due to staff encouraging the use of 'new words'.
- Sticky learning activities are planned into units well. Staff carry out pre and post learning assessments (quizzes etc.) and test children on their understanding of new and existing vocabulary.
- Staff are clear of how to assess children using 'The Pillars of Progression' document.

Areas for Development in Religious Education

- ▶ Staff to continue to work towards having a clear direction of where they would like the children to be going, through the use of 'The Pillars of Progression.' (Discussed with school advisor for all subjects.) Planning to perhaps include pre and post learning outcomes so that progression is clear.
- ▶ Displays - Vocabulary for unit displayed and recapped each session so children understand what the words clearly mean.
- ▶ Pre/post learning tasks – recap on previous learning. Many members of staff are using these however, I would like to see a consistent approach throughout school.
- ▶ Challenge for children using 'deepening the moment.'
- ▶ Visits or / and visitors to be included in the curriculum as often as possible.

Context of school and needs of our children.

- ▶ At Manor Road, we support pupils' personal search for meaning as they explore what it means to be human. Our curriculum allows students to study **religious and non-religious** worldviews as this is essential if they are to be well prepared for life in our increasingly diverse society. (*Humanism – visitor*)
- ▶ We believe that children need to acquire **knowledge and skills** to make sense of the **complex world** in which they live so that they can 'respect religious and cultural differences.
- ▶ Children at Manor Road are supported in **their spiritual, moral, social and cultural development** through the teaching and learning of RE.
- ▶ Planning is personalised to ensure that **religious beliefs in our school are celebrated** when possible. Planning is looked at each year by staff and adapted to suit their present cohort of children.

To realise this vision, we aim to...

- Ensure our school is a nurturing and happy family where everyone is valued for their individuality within a safe and secure environment.
- Equip children with the resilience and perseverance to become creative, independent thinkers.
- Encourage learning for life within an ever-changing world.
- Foster an enquiring mind in order to stimulate reflection, challenge and innovation both inside and outside the classroom.
- Provide first hand experiences in order to develop in our children a love of learning, a pride in their work, respect for their surroundings and good relationships with others.
- Promote rights and attitudes of care, tolerance, trust and respect through a broad and balanced curriculum.
- Build strong, collaborative partnerships between the school and wider community.

<p>Learn and Grow Together</p>	<p>Ensure our school is a nurturing and happy family where everyone is valued for their individuality within a safe and secure environment.</p>	<p>Equip children with the resilience and perseverance to become creative, independent thinkers.</p>	<p>Encourage learning for life within an ever-changing world.</p>	<p>Foster an enquiring mind in order to stimulate reflection, challenge and innovation both inside and outside the classroom.</p>	<p>Provide first hand experiences in order to develop in our children a love of learning, a pride in their work, respect for their surroundings and good relationships with others.</p>	<p>Promote rights and attitudes of care, tolerance, trust and respect through a broad and balanced curriculum.</p>	<p>Build strong, collaborative partnerships between the school and wider community.</p>
	<ul style="list-style-type: none"> • Religious Education encourages children of all ages to respect and understand all religious / non-religious beliefs and values. • Children at Manor Road value and care for those around them in order to create a positive and happy environment. • Religious Education supports children's personal, social, relationship, health and citizenship education and 	<ul style="list-style-type: none"> • Religious Education prepares pupils at school for the opportunities, responsibilities and experiences of later life. It therefore encourages children to become resilient and independent thinkers in an ever-changing world. • Children are encouraged to enquire into and develop their own views and ideas on 	<ul style="list-style-type: none"> • Religious Education is broken into 'Shared Human Experience', 'Living Religious Traditions', 'The Search for Personal Meaning' and 'Beliefs and Values'. These three areas link directly to an ever-changing world. • The Religious Education Syllabus 	<ul style="list-style-type: none"> • Children at Manor Road visit places of worship in order to support their learning. • Children learn from visitors in school who promoting awareness of how inter faith cooperation can support the pursuit of the common good. 	<ul style="list-style-type: none"> • Children use resources / artefacts to help provide them with first hand experiences across a range of religions. • Children display their work around school at various points of the year. • Children take part in whole school celebrations such as inter faith week and share their 	<ul style="list-style-type: none"> • Religious Education promotes moral, mental and spiritual development in pupils enabling them to value relationships and develop a sense of belonging. • The Religious Education curriculum is broad and balanced as well as being personalised to 	<ul style="list-style-type: none"> • Children take part in visits to various places of worship. • Links have been made with alliance schools to share good practice and examples of teaching and learning in Religious Education. • A variety of religious visitors work alongside teachers to support children in the four elements of the Field of Enquiry:

therefore allows them to make appropriate choice when considering a safe and secure environment.

- Children are taught to value relationships and develop a sense of belonging.

religious and spiritual issues.

teaches children to make sense of a complex world with religious and cultural differences.

- Children are taught how to investigate, understand and respect different beliefs and values whilst developing their own sense of personal belonging.
- Children are taught to understand that their beliefs and values may change as they grow and / or as the world around them changes.

learning in assemblies.

- Visits and visitors help support children in developing a sense of enjoyment and willingness to learn in Religious Education.

school and our wider community.

Shared human experience - the nature of being human.

Living religious tradition - principal religious traditions encountered in the world.

Beliefs and values – the theology that lies at the heart of these traditions.

The search for personal meaning – a lifelong quest for understanding.

- Governor visits into school to see how Religious Education is lead in all classes.

Impact as a Subject Leader

- ▶ Every half term I look at plans, work, talk to children about what they have learnt through specific vocabulary, check the long term plan and collect photographic evidence of RE uploaded by staff to add onto the website.
- ▶ I have met with my ambassadors and explained their role and have asked the children to monitor displays in their classrooms, floor books and have discussions with staff about teaching and learning and updates if appropriate.
- ▶ I have organised 'Inter Faith Week' which consisted of visitors in each class and a number of visits.
- ▶ The long-term plan has been updated with EYFS included. Any changes by staff are reported to myself.
- ▶ The intent, implementation and impact statement is on the webpage and will continue to be updated with photographs of RE at Manor Road.
- ▶ I sent out a questionnaire to staff working with SEN children and gave them support / resources for supporting children in RE.
- ▶ I went on a 'New to RE' leader course which provided me with updates and resources. I then held a staff meeting to share these with staff.
- ▶ I have been observed and observed other staff in RE with the school advisor. We used this as a chance to reflect on the teaching and learning of RE.

Progression in History

Pillars of Progression

The Pillars of Progression identify how knowledge and skills are built on across KS1 and KS2. Although the generic skills remain the same within each grid, each one is adapted to include subject content specific matched to each religion. Religious Education (Lancashire Agreed Syllabus)

<p>Y5: Where can we find guidance about how to live our lives?</p>	<p>Content (Christianity)</p>	<p>Church</p> <ul style="list-style-type: none"> Describe what Christians mean when they talk about one God in Trinity Identify the beliefs contained within the Apostle's Creed Explain why the Christian community (The Church) might want/need an agreed statement of belief 	<ul style="list-style-type: none"> Describe and explain the meaning of a range of symbols that might be used for the Trinity Explain how symbols might unite the worldwide Christian Church Describe the role of places like Taizé where Christians from different backgrounds might come together to worship 	<ul style="list-style-type: none"> Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life Discuss different responses to sources of authority 	<ul style="list-style-type: none"> Raise meaningful questions about things that puzzle them Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values
		<p>Jesus</p> <ul style="list-style-type: none"> Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus 	<ul style="list-style-type: none"> Describe why some Christians might go on pilgrimage to places associated with miraculous events Explain the impact that belief in miracles and the power of prayer might have on a Christian 	<ul style="list-style-type: none"> Explain the difference between fact, opinion and belief Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God 	<ul style="list-style-type: none"> Discuss their own beliefs – is there anything that they accept as truth which others may not agree with? Reflect on how they make decisions about what is/is not true
<p>Y3: Who should we follow?</p>	<p>Content (Christianity)</p>	<p>Church</p> <ul style="list-style-type: none"> Know what Christians mean by the Holy Spirit Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities Identify Christian values exemplified in the gifts of the Spirit 	<ul style="list-style-type: none"> Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations Describe how and why Pentecost is celebrated Describe why some Christians might take part in a procession of witness 	<ul style="list-style-type: none"> Describe aspects of being human that we should be proud of Discuss what it means to be a successful human – and the different measures of success that might be applied 	<ul style="list-style-type: none"> Discuss their own sense of value and what is good/unique about being them Reflect on the people that they value in their lives – and how they show their appreciation
		<p>Jesus</p> <ul style="list-style-type: none"> Know what is meant by discipleship Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' – Matt 4:19) 	<ul style="list-style-type: none"> Describe how and why Christians might try to follow the example of Jesus through mission and charity work Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs 	<ul style="list-style-type: none"> Talk about what it means to have charisma Describe what makes a good leader and why people might want to follow him/her Discuss what motivates people to want to make a difference 	<ul style="list-style-type: none"> Reflect on their own leadership abilities Discuss their own desires to make a difference in the world/ in their communities

Moving forwards



- ▶ I will be having a baby... YEY!
- ▶ Meet with ambassadors and outline their jobs for next year. (BL to choose new ambassadors for each year group early for RE due to maternity leave)
- ▶ Check that all resources are placed back in the RE cupboard ready for September and any new resources ordered.
- ▶ Set out expectations for 'Deepening the Moment' in RE lessons.