

RELIGIOUS EDUCATION INTENT

Marlborough Road Academy

Intent

“The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.” Salford Agreed Syllabus for RE 2021-2026

At Marlborough Road Academy we value and celebrate the diverse and vast range of cultures and backgrounds that our children come from. We believe that it is vital for all children to learn about the different beliefs and religions in order to build tolerance and respect for the world around them as well as having a strong moral purpose and sense of social responsibility.

Building on the United Learning Framework for Excellence, the Marlborough Road Academy R.E curriculum has six core principles:

Entitlement: All pupils have the right to learn what is in the Marlborough Road Academy curriculum, and we have a duty to ensure that all pupils are taught the whole of it.

Coherence: Our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.

Mastery: We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts.

Adaptability: The core content – the ‘what’ – of the curriculum is stable, but we will bring it to life in our own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes.

Representation: All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience.

Education with character: Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart.

Core knowledge and specific vocabulary are identified for each unit and a development of **powerful knowledge**, skills and attitudes are woven through each unit. The **vertical concepts** (big ideas) that run through the curriculum are:

Beliefs, Teachings and Sources

Values and Commitment

Meaning, Purpose and Truth

Moral, Spiritual, Social, Cultural

Identity, Diversity, Belonging

Practices and Way of Life

In the EYFS, pupils follow the United Learning curriculum. RE is delivered through CLL (through stories and discussion), Understanding of the World (role play, finding out about different people and their beliefs (and PSED (feeling valued).

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From Y1 we follow the agreed Salford Religious Education Syllabus as the basis for our curriculum and supplement it through the published scheme 'Discovery RE'. This enquiry-based scheme is a comprehensive set of detailed medium term plans for Year 1 through to Year 6. Each unit plan is organised into 4 steps (engagement, investigation, evaluation and expression) providing pupils with plenty of opportunities for discussion, reflection and self-awareness. Pupils are encouraged to share their ideas, to reflect and are forced to make connections. Each unit plan further details which SMSC strand/s are to be covered, as well as detailing which aspects of the British Values are being addressed, e.g. tolerance.

The published scheme 'Discovery RE' was chosen because it supports the ethos of Marlborough Road Academy. It focuses on developing tolerance and understanding through questioning and discussion. In a school where 50 ethnicities and multiple faiths (and pupils of no faith) are represented, it is very important for pupils to recognise what they have in common and to celebrate their differences. Creating a respectful, harmonious school family is at the centre of all we do at Marlborough Road Academy. The scheme also details specific vocabulary with which to talk about pupils' learning, views and beliefs. Pupils are encouraged to share their experience and expertise through the reflections built into this scheme. This links with our approach towards behaviour – an intrinsic motivation to do the right thing, because it is the right thing to do and because it helps everyone to stick to the school rules (be safe, choose kind and work hard) and to contribute positively to their community.

Implementation

To ensure curriculum coverage and legal requirements set out in the Salford Agreed Syllabus are met, we plan for RE weekly.

All units have an overarching key question, encouraging pupils to apply the knowledge gained and provide plausible answers at various stages through the course of the unit.

Christianity is taught in every year group, so pupils will review and build on their learning progressively. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered with humanist perspectives added when appropriate to enquiries.

Mixed Age Planning

The 'Discovery RE' scheme takes account of mixed age planning. Units are delivered on a two year rolling programme: cycle A and cycle B, so that all substantive and disciplinary knowledge has been delivered by the end of each key stage. Enquiries can be completed in any order within the two year cycle, as they can stand alone within each phase.

Our whole school approach to the teaching and learning of R.E involves crafting lessons around **Rosenshine's Principles of Instruction** and planning for the following;

- A pre learning quiz which takes place at least one week before the new learning is delivered which identifies gaps in prior knowledge that is needed to fully access the current learning.
- Gap teaching following the outcomes of the pre learning quiz.
- Pre teaching key vocabulary and concepts for SEND pupils.
- A knowledge organiser outlining the substantive and disciplinary knowledge, including vocabulary and the correct definition, that all children must master.
- A cycle of lessons, which carefully plans for progression and depth.

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- Educational visits, visiting experts and artifacts that will enhance the learning experience.
- Classroom working walls which detail current, prior and future learning, the substantive and disciplinary knowledge children will learn, key vocabulary with definitions, and the vertical concept the area of learning falls within.
- Planning, which includes enquiry
- Sentence practice, which enables children to develop their sentence structure not only in English lessons, but throughout our school curriculum in different contexts
- Scaffolding within each lesson for children that need support and deepening tasks for children who require additional challenge
- Learning through our hidden curriculum (lunch time activities), such as festival related arts and crafts.
- The use of kagan structures to ensure that all children are fully participating in their learning in a supportive and safe environment
- High quality modelling and direct instructions
- Questioning to assess understanding (hinge point questioning, funnelling, direct)
- Encouraging open-mindedness, self-assessment, perseverance and development of comparative skills
- Links to other subject areas e.g. Islamic patterns in Art inY4.

RE is inclusive and all pupils are expected to participate.

SEND children have access to the same curriculum as non SEND pupils and are assessed in the same way, however, their activity may be scaffolded in order to remove their barrier to learning. For example, if a child's specific needs relate to writing, they may have a scribe/multiple choice to help them answer the same questions as the other children. We believe that it is important to give SEND children the opportunity to show their understanding in R.E in a way that is appropriate for them, in order for them to demonstrate the depth and breadth of their understanding.

Trips And Enrichment

Learning is enriched through trips to local places of worships and visits into school by local religious leaders. **(Education with character)**

Year group	Trips
Rec	Church
Year 1/2	Church and Mosque
Year 3	Church
Year 4	Jewish museum
Year 5 /6	Gurdwara and Mosque

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Impact

Discovery RE is progressive, giving pupils the skills and knowledge that they need to move forward in their learning, alongside opportunities to apply their knowledge to different situations. When children keep up with the curriculum, they are considered to be making progress towards the identified end points the curriculum builds to. This enables pupils to access the next stage of their education.

Regular, low stakes assessments in lessons enable teachers to assess each pupil's understanding of the curriculum. These include:

- Pre-learning quiz for each unit, which takes place at least one week before the new learning is delivered and identifies gaps in prior knowledge that is needed to fully access the current learning.
- Post Learning Quiz; a low stakes quiz which is tested to support learners' ability to block learning and increase space in the working memory. This allows the teacher to assess how much key knowledge the children have remembered. The questions focus on the knowledge children can remember and not the activities completed. Post learning quizzes allow teachers to identify any gaps in knowledge and ensure appropriate children are targeted for support.
- Retrieval practice at the beginning of each lesson to review prior learning. This demonstrates how well children can remember and recall key knowledge. It also enables teachers to identify gaps in knowledge and/or address misconceptions with 'in the moment' feedback.
- Spaced retrieval after a period of time to assess how well pupils have remembered prior learning over time.

Progress is demonstrated by children knowing and remembering more and by them being able to keep up with the demands of the curriculum.

We value all beliefs and encourage pupils to become experts; explaining and sharing their customs and practices as a way of bringing out the **Best from Everyone** and celebrating the diversity in our school. **(Leadership in every role)**