

RE at Old Park

RE is led by our Curriculum Lead and our RE support teachers.

Why Do We Teach RE at Old Park?

At Old Park we follow SACRE, the agreed syllabus for Sandwell. We believe that RE is an essential component of a broad and balanced education, which brings understanding and tolerance- allowing children to discuss, debate and disagree in a respectful way.

Children are taught to understand and respect the importance of religious beliefs in the world around them, whilst also allowing them to explore their own spiritual, moral, social and cultural development. We believe it is vital for our pupils to learn about different faiths to promote social awareness, an understanding of the wider world and to prepare them for their future.

Our RE curriculum supports the values and ethos at Old Park – especially the British Value of the *Tolerance of Different Faiths and Beliefs* as well as our Old Park values of *Diversity* and *Responsibility*.

How do we teach RE?

RE is taught in half-termly units across the school. Lessons are planned using the Sandwell SACRE, our *RE Progression of Knowledge and Skills* and our *Retrieval Practice Guidance for RE* which guides staff on the learning outcome for each unit. These documents ensure the curriculum is covered and the skills and knowledge taught is progressive from year group to year group. The teaching of RE enables children to make religious connections and encourages them to celebrate their differences. Children are also taught about the significance of non-religious world view such as Humanism .

A variety of teaching approaches are used based on the teacher's judgement. Discussion, debate, research, educational visits (pre Covid), exploring religious artefacts, faith assemblies, utilising staff of different faiths are a few ways that the teaching of RE is enriched.

Does Our RE curriculum influence Our children?

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and specialised vocabulary progression also form part of the units of work.

We assess the impact of our RE curriculum by the following

- Weekly retrieval practise and half termly retrieval quiz
- Feedback and marking of pupil work
- Teacher observation and judgement
- Annual reporting of standards across the curriculum
- Book scrutinies
- Teacher discussions/questionnaires with subject lead
- Interviewing the pupils about their learning (pupil voice)

