

Subject Leader Report: RE



'Our Vision is for every child to love learning, be compassionate and achieve now and in the future. Working together with our communities, we will give our children roots to grow and wings to fly.'

Our Aims in RE

Portsdown Primary School, follows an enquiry-based approach to Religious Education, a different enquiry for every half term (6 per year) focusing on one religion at a time. These overlapping themes and enquires allow the children to revisit and develop their knowledge and understanding over time. The aim is to deepen children's critical thinking skills through greater subject knowledge and also to allow their own spiritual development. Each enquiry has a big enquiry question and this is explored with a 4-step process:

- Engagement (How can I relate to the underpinning concept in my own world?)
- Investigation (What do I need to learn about the religion in order to answer the big question)
- Evaluation (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)
- Expression (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

Substantive and Disciplinary Knowledge in RE

Substantive Knowledge

The substantive knowledge in RE is the subject specific Religious Education content. This is everything we want the pupils to know and do in RE. RE includes knowledge about religious and non-religious traditions. This can include knowledge of:

- The different ways that people express religion and non-religion in their lives
- The artefacts and texts that are associated with different religions
- Concepts that relate to religious and non-religious traditions, such as 'prayer' and 'sacred'

Disciplinary Knowledge

The disciplinary knowledge in RE is the tools that we use to study religion and the methods we use to gather knowledge. Disciplinary Knowledge in RE involves the connections, theories, similarities and differences that the children can apply to their thinking when discussing religions and world views and the impact these have on people's lives.

Personal Knowledge

In RE there is also a third type of knowledge called 'personal knowledge'. This is where the pupils build up and become aware of their own presuppositions, experiences and values about the religious traditions they learn about and may experience in their own lives e.g. if they are involved in a religious community outside of school.

Planning and Teaching

At Portsdown, we follow the Discovery RE scheme of work that has been developed using the Portsmouth, Southampton, Hampshire and IOW Agreed Syllabus for RE, which is entitled 'Living Difference IV'. The agreed syllabus follows the legal requirement for religious education to reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain.

During Reception and Key Stage 1, Children look at aspects of the Christian tradition along with a depth study of a second tradition.

During Key Stage 2, Children look in more depth at aspects of the Christian tradition along with in-depth studies of two additional religious traditions. In both Key Stages, non-religious perspectives are also explored.

Assessment

In RE lessons formative assessment is used to move children's learning forward and to inform next steps. Attainment is tracked using the age related expectations for each year group. This allows us to address any gaps in attainment.

Monitoring the Quality of Teaching and Learning

The quality of teaching and learning within RE is monitored by the subject leader and SLT. This includes Pupil interviews, Staff and Pupil questionnaires, lesson Observations and monitoring of planning and teaching.

Wider Enrichment Opportunities

RE has been taught across the school and opportunities to extend cultural, religious subject knowledge and understanding have been given through assemblies to explore festivals, celebrations and traditions throughout the year. The school has also welcomed guests into the school and encourage our children to share their personal experiences with their peers.

Targets for 2025-26

- Developing oracy within RE lessons: Embed oracy opportunities across the RE curriculum by monitoring oracy objectives linked with RE across the school. Monitor the impact through pupil voice and lessons observations.
- To monitor and ensure improved opportunities, to aid with assessment, for speaking and writing in lessons that have been structured to allow children to express their own views and beliefs regardless of the literacy level.
- To ensure subject knowledge of understanding of pedagogy of scheme is understood and lessons planned and delivered to promote understanding and subject knowledge

- Targets for 2024-25

- To raise of the profile of British Values with a particular focus on mutual respect and tolerance of those with different faiths and beliefs.
- Identify key themes or events with PSHE and History leads and support cross curricular links to support pupils' development.
- To monitor and ensure improved opportunities, to aid with assessment, for speaking and writing in lessons that have been structured to allow children to express their own views and beliefs regardless of the literacy level.