



Subject area	Religious Education	Subject Leader	Natalie Wroth
Date	September 2021		
Sections	Summary evaluation		
1 Introduction <i>Why do we teach what we teach?</i>	At the Orchard we foster a whole-school ethos of tolerance, acceptance and understanding of all cultures and religions. Religious Education plays a crucial role in this. Religious Education at the Orchard offers children opportunities to engage with religion through exploration, practical experience and thought-provoking questions, so that they may develop their own ideas and insights. Religious education equips children with a wide range of transferable skills to help nurture an empathetic consideration for all, as well as encouraging them to develop their own ideas and beliefs. At The Orchard we follow the Agreed Surrey Syllabus for Religious Education.		
2 Curriculum <ul style="list-style-type: none"> <li data-bbox="156 622 391 797">• Intent <i>(Include reference to SEND and disadvantaged pupils)</i> <li data-bbox="156 936 391 1615">• Implementation <li data-bbox="156 1621 391 1765">• Impact <i>(Include reference to SEND and disadvantaged pupils)</i> 	<p>Through Religious Education we aim to enrich and deepen children's knowledge and understanding of all cultures and beliefs. By following the agreed Surrey Syllabus for RE we aim to build on prior knowledge and develop life skills such as empathy and reflection. We want children to be able to investigate and express themselves in a range of ways, mastering skills that allow opportunities for deeper knowledge and a more secure understanding of religion. Practical, memorable experiences will engage and include all children, motivating them to share and express their ideas. Through effective planning and questioning we aim to nurture in children a secure knowledge of, and respect for, religion. RE helps children to develop an understanding of themselves and others and is therefore important for all, including SEND and disadvantaged pupils. Teaching allows opportunities for SEND children to experience Religious Education in ways which are appropriate for their level of understanding and focusses on communication and experiences.</p> <p>Religious Education is taught both discretely and in a cross-curricular way from the EYFS up to Year 2, ensuring all compulsory parts of the Surrey Syllabus are covered by each year group. In Early Years, RE contributes to the early learning goals and learning stems from children's own experiences. Children explore three core concepts; Specialness, Celebration and Belonging. Within each concept are key questions that build on developing children's knowledge and early skills, particularly speaking and listening. They will consider their own identity, look at a range of celebrations and think about what makes something special. They will learn and remember from stories and be encouraged to think about 'what makes our world wonderful'. Within Years One and Two there are core units that will be covered, all planned to contribute to developing some of the key skills within RE teaching alongside building on prior knowledge to deepen understanding. Within the agreed syllabus, learning in RE is divided into two areas; 'knowledge and understanding' and 'expressing ideas, beliefs and insights'. Pupils in Year One have the opportunity to learn about Christianity and Judaism. In Year Two pupils build on their prior knowledge of Christianity and begin to learn about Islam. At the Orchard we ensure RE lessons are language rich and allow lots of time for discussion and enabling children to link learning to their own experiences. Children at The Orchard may also have the opportunity to have visitors to talk about their own religious practices and the possibility of visiting local places of worship. The Orchard 6 R's are used consistently across the school and are on display in each classroom to encourage children to be independent in their learning and develop these skills. The implementation of a school council means that children understand democracy and are given opportunities to share and voice their opinions. We also aim to promote cross curricular links through PSHCE and RSE and the humanities.</p> <p>Alongside showing knowledge and understanding of religion in RE and expressing their own ideas and beliefs, pupils will make progress in skills which allow them to engage with religions and beliefs on a deeper level. Children can confidently share their ideas with others and acknowledge that it is ok to have differing beliefs and opinions. Children are motivated to learn from religion and are able to recall key religious information and terminology. RE helps children to develop an understanding of themselves, their own beliefs and those of others, and is therefore important for all. Pupils with SEND are able to engage well with RE, with some individual teaching focussing on communication and interaction, appropriate to their own experiences.</p>		
3 Broader curriculum <i>How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools,</i>	Religious Education plays a key role alongside PSHCE and RSE in developing the spiritual, moral, social and cultural development of all children at The Orchard. Children build transferable skills alongside learning respectfulness and consideration for all. We aim to enable children to develop their own views, build their confidence and grow in self-knowledge whilst discussing and reflecting on questions surrounding religious beliefs and cultures. Children at The Orchard are encouraged to share in their beliefs, cultures and celebrations, and demonstrate a good understanding of a range of religious festivals and celebrations. The behaviour and quality of relationships within our school		

<i>etc.?</i>	are a clear indication of how pupils demonstrate understanding of right and wrong, and the consequences of actions. Children's exposure to other cultures and beliefs is enriched through visits to local places of worship and visitors to school. The use of our core values, the six R's in school gives pupils open opportunities to contribute positively to the wider school community and encourages positive attitudes towards all. Acts of collective worship remind children of our strong sense of school community, our whole-school ethos of tolerance and acceptance alongside our school values. The Orchard school council gives all pupils the chance to share their views and ideas, engaging them with democracy and acceptance of British Values.
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Subject & Curriculum Leadership Report

4	Successes in the subject in the previous year <i>Focus should include the contribution of the subject to meeting whole school priorities</i>	➤ Continuous implementation of Surrey SACRE agreed syllabus for Religious Education.	
		➤ Increased confidence amongst teachers delivering agreed syllabus through the continuous RE teaching during school closures.	
		➤ Consistent progression across the year groups, allowing children to see similarities and differences between religions and build on prior knowledge.	
5	Achievement <i>Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum.</i>	Strengths	Areas for Development
		➤ Children's knowledge and understanding of different religions.	➤ Increase the use of religious texts and artefacts to support discussion and questioning.
		➤ High quality, language-rich talk in RE.	➤ Increase range of evidence of learning e.g. photographs.
		➤ Children's ability to recall key religious information and vocabulary.	➤ Utilise a range of external visitors to engage and inspire children's learning in RE.
6	Teaching <i>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking and feedback.</i>	Strengths	Areas for Development
		➤ All teachers following the syllabus so planning is progressive across the year groups.	➤ Recording what we teach within each year group, videos, photos etc.
		➤ Solid consistent teacher subject knowledge and use of correct vocabulary.	➤ Assessment of RE, how we evidence that children have a solid understanding.
		➤ Effective use of questioning to engage children in discussion.	➤ Plan for more cross-curricular opportunities with RE e.g. using art as a stimulus.
7	Learning Behaviours <i>Including behaviour in lessons and around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC.</i>	Strengths	Areas for Development
		➤ Pupils are engaged in high quality talk during RE lessons.	➤ Continue to support children's SMSC within RE and throughout the curriculum.
		➤ High expectations and good standards of behaviour from all within the school.	➤ Involve parents and external visitors to engage children in the learning.
		➤ Pupils demonstrate respect and tolerance for those of different faiths and cultures.	➤ Give children more opportunities to share and discuss their own beliefs and views.
8	Leadership/Management <i>How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement.</i>	Strengths	Areas for Development
		➤ Teachers and SLT demonstrate appropriate planning by following agreed syllabus.	➤ Consistency of Easter and Christmas resources for RE across year groups.
		➤ Whole-school ethos of tolerance, acceptance and understanding of all cultures and religions.	➤ What resources do we use, artefacts etc.
		➤ Agreed syllabus provided that caters to all learners, including SEND.	➤ What visits/visitors do we have for RE?
9	Overall effectiveness	Overall, pupils enjoy RE. They are engaged and motivated to learn about other religions and develop a range of skills. They demonstrate respect and consideration for all cultures and religions and are able to appreciate and ask questions about these. Pupils develop empathy skills, are respectful and are motivated to consider their own beliefs, learning about religion through a range of activities involving film, art and drama. Children at The Orchard develop their own interest and enthusiasm for RE thus enhancing their spiritual, moral social and cultural education.	
10	What is a good learner like on leaving The Orchard?	A good learner demonstrates respect for all and is confident explaining their own views and beliefs. They are able to use subject specific vocabulary to discuss what they know about religions and raise questions about these. They appreciate religious artefacts, paintings and texts and understand that what a person believes influences their life. Children from The Orchard are accepting and empathetic of others, and are reflective about their own learning	

		and beliefs.
11	Key areas for subject development <i>Especially achievement and quality of teaching</i>	<ul style="list-style-type: none">➤ Resources, books and artefacts to support Religious Education lessons.➤ Visitors/visits. Costings and parental involvement.➤ Assessment of RE and evidencing learning.