



At Wybunbury Delves, we believe that the teaching of RE is both a huge responsibility and a privilege that must be recognised by those who teach it. By embracing the explicit teaching of Christian concepts and God's big story, it is hoped that the content of our RE curriculum will give pupils a deeper understanding of Christianity. In addition, children explore all major world faiths and discuss world views where appropriate.

Whoever we are, wherever we live, whether we are a person of faith or not, we all have a view on the world. Nobody stands nowhere. The children enjoy the rich experiences they receive in RE, as evidenced on SeeSaw, photographs, displays, the website, pupil voice and by the high standard of work in childrens' books. All teachers teach RE with confidence and to a high standard.

Quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child's heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child. RE provides opportunities for spiritual development and personal reflection. On a quest to discover more about religion and world views, children will discover more about themselves through high quality learning opportunities.



Children will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions such as these:

- Who am I and what does it mean to be me?
- In what ways do/can I relate to others?
- How/where can I encounter God?
- How can I make a positive contribution to the world in which I live?
- What values, attitudes, beliefs and behaviour are important to me?
- What does it mean to have faith?
- Who/what influences and inspires me?



Through an open investigative enquiry approach the children will be given the sense of being on a quest of discovery. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give children the opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. The questions set the route through the curriculum content.

For each unit of work within our RE curriculum, a series of inspiring lessons are planned, with clear knowledge-based learning objectives and progressive subject-specific vocabulary. Although key celebrations such as Christmas and Easter may be visited many times during a child's time in school, a different aspect and learning experience will be covered, so that progression can be seen in the quality and depth of learning. As RE develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging.



The ladder of expectation and achievement is intended primarily to contribute to planning excellent tasks at the right level appropriate for the childrens' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. However, the ladder can be used to make judgements about the level of individual childrens' achievement. Teachers set appropriate tasks and make judgements as to whether or not children in



their class are working at, towards or exceeding expectations of achievement. The recording sheet is designed to be used once each term at the end of a unit. There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements.

In each unit there are lists of expected outcomes all of which relate to the statements in the ladder and they are marked with the symbols from the ladder. These lists are generic and it is expected that teachers will incorporate them into learning objectives. These expectations have been converted into 'I know' and 'I can' statements that can be used by children to self assess or peer assess.

They can be used by individuals, in groups, as a class or by the teacher. As with the outcomes these

statements relate closely to the ladder and therefore teachers can quickly see whether or not children are meeting or exceeding expected levels of achievement.

Our curriculum gives clear suggestions in *italics* as to how the outcomes of the activities can be recorded. From Year 1 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can be assessed and monitored.



The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

It is usual for any person embarking upon a quest to have a map. Each unit in Questful RE has a map so the children can record their learning and discoveries as they journey through. Maps are usually full of information, these maps are full of questions. Therefore, the map doesn't help you find the way it records the learning path children have taken.

The Questful Learning Map is the key tool for assessment. All the questions and tasks in the maps relate closely to the suggestions for the lesson content, key questions, outcomes in the unit.

By filling in the map, either individually, in pairs, groups or as a class, the children will provide the teacher with strong evidence of their levels of knowledge and understanding



Maps do not have to be completed for every unit. They can be used as and when teachers feel it would be appropriate and helpful. If pupils are recording on the map they do not have to repeat their responses to the questions in their RE books.

The eight Christian Concepts are printed on the back of the map, this is to ensure that the place of the content on that unit in God's Big story is discussed.